

# THE NORTH CENTRAL ASSOCIATION QUARTERLY

Volume X

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EDUCATIONAL INDEX

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# THE NORTH CENTRAL ASSOCIATION QUARTERLY

Volume X

APRIL, 1936

Number 4

## PERTINENT FACTS CONCERNING THE ASSOCIATION<sup>1</sup>

### I. ORGANIZATION AND HISTORY

#### 1. *What is the North Central Association of Colleges and Secondary Schools?*

A mutual association of certain institutions of higher learning and of certain preparatory schools distributed over twenty of the North Central States.

#### 2. *When was the Association founded?*

In 1895, Dr. James B. Angell, President of the University of Michigan, being the Association's first president.

3. *What states are included in the organization?* Arizona, Arkansas, Colorado, Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Montana, Nebraska, New Mexico, North Dakota, Ohio, Oklahoma, South Dakota, West Virginia, Wisconsin, and Wyoming. Total 20.

4. *What are the primary aims and objectives of the Association?* These are three in number; namely, (a) to bring about a better understanding and closer relationship between secondary schools and institutions of higher learning, (b) to improve educational conditions and scholastic standards within these institutions, and (c) to encourage experimentation and investigations relating to

educational problems of various sorts.

5. *Has the Association a constitution?* Yes.

6. *Does the Association have legal standing?* No; it is purely a mutual, cooperative organization.

7. *Is membership in the Association obligatory on any institution?* No.

8. *Is any educational institution within the territory excluded from membership in the Association?* Not if it complies with the standards and regulations established by the Association for membership.

9. *Do the pronouncements of the Association operate in a mandatory manner upon its members?* No; all legislative enactments of the Association are to be construed as advisory for any given institution. However, institutions which prefer not to conform to the regulations adopted by the majority vote of the Association may withdraw from the Association at any time or may be refused continued membership in the Association.

### II. OFFICES AND OFFICERS

*Does the Association have a permanent central office?* No. (See next question.)

11. *Where can lists of all the officers of the Association be found?* The com-

<sup>1</sup> Reprinted from a circular authorized by the Association and prepared under the direction of the Editor of the QUARTERLY, Autumn, 1935.



plete "Official Roster" is published annually in the July issue of the *QUARTERLY*; the lists of the general officers appear on the inside back cover of each issue of the *QUARTERLY*.

12. *To whom should correspondence respecting Association matters be addressed?* The answer to this question is in five parts: (a) For general Association matters, write A. W. CLEVENGER, General Secretary, Urbana, Illinois. (b) For matters pertaining entirely to the work of a given Commission, write the Secretary of that Commission; namely—*Higher*, G. W. WORKS, University of Chicago, Chicago, Illinois; *Secondary*, G. W. ROSENLOF, University of Nebraska, Lincoln, Nebraska; and *Unit Courses and Curricula*, G. W. WILLETT, La-Grange, Illinois. (c) For matters pertaining to the interim interpretation of standards governing secondary schools, write G. W. ROSENLOF, Lincoln, Nebraska. (d) For matters pertaining to the *QUARTERLY*, write CALVIN O. DAVIS, Editor, Ann Arbor, Michigan. (e) For matters of local state concern, write the Chairman of the State Committee thereof. (See Official Roster.)

13. *Where can the lists of all standing and special committees of the Association be found?* In the October issue of the *QUARTERLY* each year.

14. *Does the Association have working relationships with the other regional standardizing agencies of the country?* Yes; the North Central Association recognizes the graduates of institutions of higher education accredited by other regional associations as qualified to teach in North Central Association accredited schools and reciprocal courtesies are extended by these institutions to the graduates of North Central Association institutions.

15. *How does the Association transact its business?* By means of three standing Commissions, an Executive

Committee, special committees, and the General Association.

16. *How is the Executive Committee composed?* Of the President, the immediate Past President, the First Vice-President, the Second Vice-President, the Secretary, the Treasurer, the Chairman of each of the three Commissions, and four other individuals elected by the Association for terms of two years each.

17. *Where can reports of the business transacted by the Association be found?* The official minutes are printed annually in installments in various issues of the *QUARTERLY*.

### III. ACCREDITMENT

18. *What is meant by the expression, an accredited or approved institution?* The phrase signifies a school or college that voluntarily meets the standards of the Association in respect to organization, policies, and outcomes and is admitted to membership within the organization.

19. *What constitutes the so-called lists of accredited or approved institutions?* These are the lists of schools and colleges which annually submit reports to the Association and are adjudged to be meeting the published standards of the Association.

20. *How many such accredited schools and colleges has the Association?* In April 1935 the following numbers of institutions were approved: colleges and universities, 228; junior colleges, 54; secondary schools, 2634. Total 2916.

21. *Where can these lists of approved or accredited institutions be found?* The lists are published annually in the July issue of the *QUARTERLY*.

22. *From whom may the standards for accrediting be secured?* From the General Secretary, A. W. CLEVENGER, Urbana, Illinois. (There is no charge for these.)

23. *Are there schools and colleges in*



*the North Central territory which are not on these approved or accredited lists?* Yes; some institutions prefer not to be members, while others are not able to meet the standards and regulations set for accreditation.

24. *What must an institution do to receive consideration for membership in the Association?* Have the local Board of Education or Board of Trustees pass a resolution requesting consideration and, through its executive officer, fill out certain application forms. (These blanks may be secured from the General Secretary, A. W. CLEVENGER, Urbana, Illinois.) *Note:* A secondary school, in order to be accredited, must also be on the highest list of schools within its own state.

25. *What are the advantages which secondary schools enjoy from accreditation by the Association?* (a) Their graduates may enter all accredited colleges and universities within the territory without examination. A large proportion of the institutions located outside the North Central Association territory also grant this privilege. (b) The schools enjoy a prestige among educators comparable to that of business firms which are rated high by Dun and Bradstreet. (c) Many institutions for the training of nurses make use of the Association's accredited lists in admitting graduates to their schools. (d) The school is likely to be able to offer its pupils and its community a wider range of services than would be possible without the stimulus of cooperating agencies. (e) Because the school, in order to be accredited, must meet the higher standards of the Association, it is likely that it will enjoy the advantage of rather close and helpful supervision. (f) The school receives gratis the North Central Association QUARTERLY and other printed materials of the Association.

26. *What are the advantages which*

*institutions of higher learning enjoy from accreditation by the Association?* (a) The college or university enjoys the high prestige which comes from being ranked by an established agency of its peers. (b) It is oftentimes able, because of its membership, to attract more capable instructors and a larger number of students. (c) It receives gratis the published reports, studies, and papers of the Association.

27. *Where can the standards adopted by the Association for accrediting be found?* In the July issue of the North Central Association QUARTERLY for the current year, or from the Secretaries of the Commissions.

28. *What happens if a membership institution fails to maintain Association standards?* It is first warned; then, if the violation is not corrected, it is dropped from the approved and membership lists.

#### IV. ANNUAL MEETINGS

29. *When and where does the Association hold its annual meetings?* This is determined each year by vote of the Association. Usually this meeting is held in Chicago during the month of April.

30. *Who is permitted to attend the annual meeting?* Any one who is interested; everybody is invited.

31. *What privileges have visitors in these meetings?* All the privileges of members and of official delegates, except that of voting.

32. *Who are "official delegates"?* Each accredited or approved institution is entitled to send one voting representative to the annual meeting. Each institution determines for itself who this delegate shall be.

#### V. FEES AND FINANCES

33. *What are the annual membership fees for institutions?* For secondary schools, \$5.00; for junior colleges,



\$25.00; for colleges and universities, \$50.00.

34. *What salaries do officers of the Association receive?* No official in the organization receives a salary of any sort; all services are gratuitous. However, certain clerical help is provided the officials at the expense of the North Central Association.

35. *What is the price of the QUARTERLY?* This price varies. For example: (a) Each member institution receives one or more copies gratis, depending on the fee paid. (b) Libraries and individuals connected with member institutions enjoy a \$2.00 annual subscription rate, or a price of \$0.75 per copy. (c) For all others the charge is \$5.00 per year or \$1.25 per copy.

#### VI. ACHIEVEMENTS AND PLANS

36. *Why does the Association deserve its high rank among educators the world over?* (a) Because, it has carried on investigations that have greatly improved the forms of organization and the modes of procedures in institutions of secondary and higher learning. (b) Because, it has aided greatly in bringing about a desirable degree of articulation between secondary schools and colleges. (c) Because, it has stimulated educational leadership among principals of secondary schools and among faculty members in colleges. (d) Because, it has helped to clarify educational thinking, standardize terminology respecting educational nomenclature, and bring a high degree of unity into educational practices. (e) Because, it has published and widely disseminated educational studies and

reports which have been read the world over.

#### VII. CURRENT ACTIVITIES

37. *What are some of the outstanding current activities of the Association?* It is at present: (a) making an exhaustive investigation looking into the formulation and utilization of more scientific standards for accrediting colleges and universities. (b) Cooperating with other regional educational agencies in a nationwide survey of the standards for accrediting secondary schools with the intent of basing these standards as fully as possible upon scientific foundations. (c) Encouraging experimentation in organization, curriculum, and teaching procedures in numerous membership institutions. (d) Supervising special educational experiments in the University of Chicago, Colorado State Teachers College High School, Gary (Indiana) Schools, Iowa State Teachers College, Kansas City (Missouri) Schools, Little Rock (Arkansas) Junior College, Phoenix (Arizona) High School, Tulsa (Oklahoma) Schools, and the University of Nebraska. (e) Making an elaborate study of the problem of athletics in schools and colleges. (f) Making a follow-up study of certain aspects of the National Survey of Secondary Education. (g) Conducting numerous surveys of institutions of higher learning when requested by the institutions themselves. (h) Investigating the effects which the recent financial depression has had upon school work and the effects which recent changes in college entrance requirements is producing upon student elections.



North central  
association of college  
and secondary  
schools

TENTATIVE PROGRAM FOR THE FORTY-FIRST ANNUAL  
MEETING OF THE NORTH CENTRAL ASSOCIATION

AT THE STEVENS HOTEL, CHICAGO

April 21-25, 1936

The schedule for the meetings of the various Committees, Commissions, and General Sessions is as follows:

TUESDAY AND WEDNESDAY, APRIL 21 AND 22

Meetings of various Committees. (*Those expected to attend the meetings of these Committees will be notified in advance of the Annual Meeting.*)

THURSDAY MORNING AND AFTERNOON, APRIL 23

Meetings of the three Commissions of the Association. On Thursday Afternoon the Commission on Secondary Schools and the Commission on Curricula of Secondary Schools and Institutions of Higher Education will meet jointly.

THURSDAY, APRIL 23, 6 P.M., AUDITORIUM HOTEL

Annual Dinner of High School Principals and Conference of High School Principals with the Commission on Secondary Schools. The work of the National Committee on the Cooperative Study of Secondary School Standards. Discussion of selected topics.

FRIDAY MORNING, APRIL 24

Meetings of the three Commissions of the Association.

FRIDAY AFTERNOON, APRIL 24

First General Session of the Association. A part of this program will be provided by the Commission on Curricula of Secondary Schools and Institutions of Higher Education.

1. The Functional Viewpoint in Organizing Secondary School Curricula—John E. Stout, Professor of Education, Northwestern University.
2. Curriculum Making and the State of the Nation—Samuel Everett, Assistant Professor of Education, University of Illinois.
3. The Movement of Youth—Mr. L. N. McWhorter, Assistant Superintendent of Schools, Minneapolis, and President of the North Central Association.

FRIDAY EVENING, APRIL 24, 6 P.M.

Second General Session of the Association—The Annual Banquet. Toastmaster, President L. N. McWhorter. (*Tickets will be on sale in the Stevens Hotel beginning Thursday, April 23.*) Introduction of the fraternal delegates from other regional accrediting associations. Address, topic and speaker to be announced in the official program.

SATURDAY MORNING, APRIL 25

Third General Session of the Association. Program provided by the Association with the cooperation of the three Commissions.

1. *General Theme*—Scope, aims, and purposes of secondary education with special reference to young men and young women who have not been able to find places in industry.
  - a. The Part Which the Secondary School Can Take—Dr. J. M. Artman, Editor of *Character* magazine.
  - b. The Part Which the Institution of Higher Education Can Take—Dean Malcolm MacLean, University of Minnesota.
  - c. The Program and Courses of Study Needed—Dr. V. T. Thayer, Educational Director of the Ethical Culture School, New York City.
2. Meeting the Needs of American Youth—Dr. Homer P. Rainey, Director, American Youth Commission, Washington, D.C.

## SATURDAY AFTERNOON, APRIL 25

## Fourth General Session of the Association.

1. Report of the Commission on Institutions of Higher Education—Dr. George A. Works, Secretary.
2. Report of the Commission on Secondary Schools—Dr. G. W. Rosenlof, Secretary.
3. Report of the Executive Committee and Election of Officers.
4. How Can the North Central Association of Colleges and Secondary Schools Best Serve the Needs and Interests of Its Member Institutions?
  - a. From the Point of View of the Institutions of Higher Education—Dean M. T. McClure, College of Liberal Arts and Sciences, University of Illinois.
  - b. From the Point of View of the Secondary Schools—Dean Ernest O. Melby, School of Education, Northwestern University.

## SUPPLEMENTARY NOTES

*Printed Programs.*—Official programs will be distributed at the time of the Annual Meeting. Advance copies of the program will be mailed to all officers of the Association and to those participating in the program. Official programs will also be mailed in advance of the Annual Meeting on request.

*Official Delegates.*—Each secondary school or institution of higher education holding membership in the Association is entitled to send an official delegate. A form on which to certify the delegate is sent to each member school. All member institutions (secondary schools and institutions of higher education) are invited to send official delegates.

*Reduced Railroad Rates.*—Reduced railroad fares at one and one-third rates are available on the certificate plan. In order to secure reduced railroad rates, each person should secure a certificate from the local railroad agent at the time of the purchase of his ticket to Chicago. The tickets will be validated in the Office of the Secretary of the Association during the Annual Meeting.

For further information regarding the Annual Meeting, address Mr. A. W. Clevenger, Secretary, North Central Association of Colleges and Secondary Schools, 209 Administration Building (East), University of Illinois, Urbana, Illinois.



## REFERENDUM VOTE RESPECTING LIBRARIES

ON April 12, 1935 the Committee on Standards among other things presented to the Commission a proposal anent the qualifications of librarians. It was proposed that Standard 2*b* be amended by the addition of the following:

On and after the opening of the school year 1936-37 there shall be in schools of one thousand pupils or more at least one full time librarian who is professionally trained and holds a bachelor's degree or its equivalent. This provision shall not be considered as retroactive within the Association.

After discussion by members of the Commission, it was moved that this amendment be referred to a vote of the member schools affected, and the results of the referendum reported at the next annual meeting. It was further agreed that the phrasing of the referendum

should be the responsibility of the Committee on Standards and that the phrase "schools of one thousand or more" should be interpreted to mean, "Schools of one thousand pupils or more enrolled in any one school plant."

The amendment was submitted to all member schools to be affected by the proposal. The Secretary of the Commission reports a very strong majority vote favorable to this amendment. The following table indicates the results by states.

It will be noted that 307 or slightly more than 92 per cent of the schools voted approval. Approximately 7 per cent voted disapproval, 3 schools not casting a vote either way.

A few comments were also received. Without going into detail as to the same your Secretary would report that the rea-

State	Total Number of Schools Responding	Voting Approval	Do Not Approve	Not Voting
Arizona .....	2	2		
Arkansas .....	1	1		
Colorado .....	9	7	2	
Illinois .....	79	71	7	1
Indiana .....	24	23	1	
Iowa .....	10	10		
Kansas .....	7	6		1
Michigan .....	43	40	2	1
Minnesota .....	16	15	1	
Missouri .....	20	17	3	
Montana .....	4	4		
Nebraska .....	6	6		
New Mexico .....	1	1		
North Dakota ....	2	2		
Ohio .....	64	61	3	
Oklahoma .....	7	7		
South Dakota ....	2	2		
West Virginia ....	6	5	1	
Wisconsin .....	29	26	3	
Wyoming .....	1	1		
Total .....	333	307	23	3

son most frequently given by those voting in the negative is apparently occasioned by the economic difficulties through which the schools have been passing. There was a feeling upon the part of one or two persons that additional standards were not desirable at

this time. A number who voted in the affirmative qualified their vote somewhat, the qualification being in the nature of a caution to move slowly.

G. W. ROSENLOF

Secretary, Commission on  
Secondary Schools

### WILLIAM McANDREW SPEAKS

It has not been the policy of the QUARTERLY to print book reviews. Possibly this has been a mistake. At any rate, the Editor is departing a bit from precedent to present herewith a few paragraphs sent him by our inimitable and world-renowned educator, William McAndrew, anent the book, *Man and the Motor Car*. Says Mr. McAndrew:

For several years I have been doing what I could to help schools to an efficient and practical education in the conservation of human life, threatened as it is by so many dangers that may be greatly mitigated by trained intelligence. There is quite a respectable group of us who are now launching what seems to me a most promising project. Chicago Professor Judd is in it; and Stanford Paul Hanna; Willard Beatty; Miller McClintock of Harvard; Harold Rugg; N.E.A. President Agnes Samuelson; Automotive Engineer C. B. Veal; and George Wellington of the Safety Section of the Interstate Commerce Commission. None of us have any axes to grind or get any financial reward out of it, our interest is purely patriotic, an effort to save our country as much as is possible from the terrible toll of death and mutilation that is being paid for unintelligent automobile driving. We have been helping Professor Albert W. Whitney get out a textbook suited for school use. I think it is a wonderful piece of work. I am asking you to print a review of it and to give it a boost in your editorial page.

Here, then, is the review as McAndrew himself penned it.

Gathered from tested and perfected lessons in advanced schools and from the traffic suggestions of city and county experts, subjected to practical school men, rewritten and again submitted, approved by the President of the National Education Association, by an ad-

visory board embracing public school teachers, university professors, and automotive experts, offered at the bare cost of printing and binding, a notable textbook<sup>1</sup> for training in automobile driving comes to us for review. The makers of automobiles have pretty well mastered the problems of durability, speed, economy and beauty. The more serious problem of safe operation confronts us. The automobile doesn't think. Neither, in an appalling number of cases, does the driver. Millions of copies of the now famous *And Sudden Death* have been read by the American public. Fear is its keynote. We must have a trained intelligence as a more effective preventive than fear. This book is built on that principle. Steam and electricity have lost the terror of the early days. The railroad and the steamboat had a record as shocking as that of the automobile. Death and mutilation from machinery have yielded to man's constant urge to think out the means of safety. The contributors to this volume have made it a series of lessons in thinking and practice appertaining to all the known situations in driving.

With simple and striking diagrams, with educative pictures, with an authoritative application of experimental psychology, these specialists in different fields have contributed essential principles. The educational collaborators have put the material into simple and vital words suited to the understanding of children of from ten years of age upwards.

Progressions from the essentials of an automobile and the understanding of its propulsion, the lessons proceed through the art of driving, the psychology and attitudes of the driver, highways, codes of the road, driving in different situations, maintenance, accidents, the pedestrian, damage costs and so on.

Automobile instruction for every junior and

<sup>1</sup> Albert W. Whitney, editor, *Man and the Motor Car*. New York: National Bureau of Casualty and Surety Underwriters, 1936. Pp. 256.



senior high school pupil is coming. Detroit schools have gone into it on an extensive scale. Indiana is requiring a stiff course in the matters constituting the present book. State College, Pennsylvania, holds, as its Professor Neyhart puts it, that the automobile menace will never be conquered until every person permitted to take a wheel has had a training as thorough as that of the airplane pilot. In his town the high school pupils are taken out, four at a time, and are shifted from observing to driving under expert instruction until each

has had a total of eight hours at the wheel and twenty-four hours of concentrated observing. Up to date, out of the 87 youngsters averaging 20,000 miles each, not one has had so much as a scratched fender.

I know this book is a tremendous force.

Its price is graded to a non-profit figure. For any number of copies over ten the price is \$ .45 each. In case of orders for 5000 or more, a special edition will be run off with the imprint: "Published for the schools of Belleville," or whatever the name of the town is.

### PROPOSED AMENDMENT TO THE CONSTITUTION

Change Article IV, Section 3, to read as follows:

The Executive Committee of the North Central Association shall consist of the President, the President of the next preceding year, the Secretary, the Treasurer, four additional members, one of whom shall be elected each year for a term of four years, and the Chairmen of each of the Commissions provided for in Section 2. (In 1937, two of the four elective members of the Executive Committee shall be elected, one for four years and one for two years; in 1938, one shall be elected for four years and one for two years, and thereafter one each year as provided above.)

*Note:* The remainder of Section 3 is not to be changed.

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North central  
association  
colleges and  
secondary schools  
High schools

## FIVE-YEAR TRENDS IN THE DEVELOPMENT OF NORTH CENTRAL ASSOCIATION HIGH SCHOOLS, 1930-1935 ✓

H. G. Horz

Former Secretary of the Commission on Secondary Schools  
University of Arkansas

AN important phase of the work of the North Central Association is the continuous study of trends in the development of the secondary schools approved by the Association. Reports of these investigations are published annually and include also in addition a more extensive summary issued at the close of each five-year period.<sup>1</sup> The summaries and conclusions presented here in this follow-up report are based upon the tabulated returns for the five-year period ending in 1935; and, covering as they do an era of industrial depression, these summaries should be of special interest to educators and laymen alike.

The data for this study were secured from the quinquennial reports from the member schools submitted to the Association in November, 1929, for the school year 1929-30 and again in November, 1934, for the school year 1934-35. The data for the intervening years were secured from somewhat less comprehensive annual reports submitted to the Association each year by the member schools.

This summary for the quinquennium ending in 1935 is submitted in five sections. Section I includes a few items of general information obtained from the annual reports. Section II gives the com-

parative data concerning the qualifications and tenure of all teachers employed in the secondary schools approved by the Association. Section III deals with the various curricula offered and the different types of curriculum organization. Section IV is a detailed study of the enrollments by subjects. Section V is an analysis of the high school subjects added and the high school subjects dropped during the five year period. Although the source material was in such form that these data could very readily have been segregated by states and also according to size of schools, such a procedure was regarded as being impracticable because it would have added very materially to the length of the report.

### I. GENERAL TRENDS

Trends in enrollments according to size of high schools, in the reorganization movement among high schools, in the length of the school year, in the length of class periods, in the number of pupils graduated each year, in the number of new teachers employed, in the salaries paid to teachers, in the teaching load, and in the amount of money spent each year on the library are shown in Table I.

Among the important-five-year trends indicated in Table I the following should be noted:

1. The total enrollment in North Central Association high schools increased nearly 33 per cent from 1930-1935.

2. The average enrollment per school has increased from 452 to 521.

3. Although relatively the number of schools enrolling fewer than 200 pupils has decreased

<sup>1</sup> C. C. Brown, "Quinquennial Report for 1930." NORTH CENTRAL ASSOCIATION QUARTERLY, V, (June, 1930), 98-119.

C. O. Davis, *Our Secondary Schools*. North Central Association, 1925. Pp. 79.

C. O. Davis, *The Accredited Secondary Schools of the North Central Association*. U.S. Bureau of Education Bulletin, 1919, No. 45.



considerably, over one-third of the number of schools on the approved list still enroll fewer than 200 pupils. Less than nine per cent of the total high school enrollment is to be found in these small schools.

4. Only approximately one-eighth of the high schools enroll 1000 or more pupils per school, nevertheless nearly one-half of the entire high school enrollment is attending these larger schools.

5. The number of three-year senior high schools has remained relatively constant. The number of five- and six-year high schools indicates a relatively large increase at the expense of the traditional four-year type. This shift from the four-year type to the five- and six-year type of organization is almost wholly confined to the smaller schools.

6. The school year has been shortened. The number of weeks schools were in session gradually declined until the school year 1934-35

when a slight improvement is shown. Last year over one per cent of the schools operated for a period of less than 36 weeks. In 1933-34 this percentage was nearly four.

7. The lengthened class period is consistently growing in favor. Nearly forty per cent of the schools now operate on a class schedule of 55 or more minutes.

8. The total number of pupils graduated has during the five-year period increased nearly 54 per cent.

9. In comparison with the total number of pupils graduated, the percentage of boys graduated has increased slightly. In 1930 the percentage of all graduates who were boys was 46. In 1935 this percentage was 47.1.

10. Although the total enrollment during the five-year period increased nearly 33 per cent, the increase in the teaching staff was only 11 per cent. This accounts for the large increase in teacher load noted below.

TABLE I

GENERAL SUMMARY OF DATA FOR NORTH CENTRAL ASSOCIATION HIGH SCHOOLS  
FOR THE QUINQUENNium, 1930-1935

	1929-30	1930-31	1931-32	1932-33	1933-34	1934-35
Number of Schools Approved..	2,244	2,336	2,414	2,475	2,523	2,575
Number of Schools Reporting..	2,226	2,310	2,387	2,448	2,504	2,558
Number of Pupils Enrolled ...	1,005,637	1,048,395	1,153,185	1,240,781	1,268,956	1,330,148
	Size of Schools					
Average Enrollment per School .....	452	453	483	506	507	521
Percentage of Schools Enrolling under 200 Pupils .....	40.1	39.1	38.0	36.5	37.2	34.8
Percentage of Schools Enrolling 1,000 or more Pupils ..	11.3	11.8	12.0	12.0	12.1	12.6
Percentage of all Pupils Attending Schools Enrolling Under 200 .....	11.2	10.6	10.1	9.1	9.5	8.7
Percentage of all Pupils Attending Schools Enrolling 1,000 or More .....	46.4	46.8	47.3	48.3	48.8	48.9
	Percentage Distribution of Schools According to Type of Organization					
Three-Year Senior High Schools .....	14.0	12.8	13.2	14.7	13.9	13.4
Four-Year High Schools ....	77.6	71.8	69.7	69.7	69.1	67.0
Five- and Six-Year High Schools .....	8.4	15.4	17.1	15.6	17.0	19.6
	Percentage Distribution of Schools According to Number of Weeks in the School Year					
More than 36 Weeks .....	33.4	34.2	32.0	28.0	23.0	23.6
Thirty-six Weeks .....	65.7	65.0	67.0	70.0	73.1	75.2
Less than 36 Weeks .....	.9	.8	1.0	2.0	3.8	1.2

TABLE I (Continued)

	Number of Minutes in Class Period					
	28.0	29.0	34.9	33.7	35.8	38.2
Percentage of schools with 55 or more Minutes .....						
	Pupils Graduated					
Number of Boys .....	76,748	81,841	89,696	105,379	114,900	120,537
Number of Girls .....	90,074	102,877	110,518	119,309	129,568	135,381
Total .....	166,822	184,718	200,214	224,688	244,468	255,918
Percentage of Boys .....	46.0	44.3	44.8	46.9	47.0	47.1
Percentage of Girls .....	54.0	55.7	55.2	53.1	53.0	52.9
	Number of Teachers Employed					
Total Number Employed ...	46,517	48,033	50,091	49,959	50,043	52,886
Full-time Equivalency .....	41,482	42,749	43,349	43,389	43,400.8	46,288
	Number of New Teachers Employed					
Academic Teachers .....	7,031	6,096	4,888	3,273	3,370	4,334
Non-Academic Teachers .....	3,334	2,676	2,057	1,301	1,091	1,875
Total .....	10,365	8,772	6,945	4,574	4,461	6,209
Percentage of All Teachers ..	22.3	18.2	13.9	9.1	8.9	11.8
	Average Salary Paid Teachers					
Minimum .....	\$1,369	\$1,383	\$1,351			\$1,066
Maximum .....	2,325	2,230	2,309			1,834
Men .....	1,878	1,908	1,879			1,505
Women .....	1,604	1,546	1,621			1,386
	Percentage Distribution of Schools According to Pupil-Teacher Ratio					
Pupil-Teacher Ratio:-						
Less than 20 .....	54.5	52.2	46.0	34.3	31.4	31.3
21-25 .....	34.2	33.3	33.1	33.8	31.0	32.5
26-30 .....	10.5	13.2	18.7	25.2	26.0	28.3
More than 30 .....	.8	1.3	2.2	6.7	10.7	7.9
	Teaching Load					
Percentage of Teachers with more than Six Classes per Day .....	1.2	1.1	1.2	1.8	2.4	2.4
Percentage of Teachers with more than 160 Pupils per Day .....	10.8	11.9	15.5	20.7	23.6	23.2
	Expenditures on Library					
Amount Spent per Pupil ...	\$1.10	\$1.07	\$1.03	\$ .84	\$ .67	\$ .55

11. The teacher turn-over decreased considerably until 1934-35. In 1930 the percentage of new teachers employed was a little over 22, in 1934 it was only 8.9, and in 1935 a slight increase to 11.8 is noted.

12. The salaries of teachers dropped very considerably. The average annual salary of

women teachers in 1930 was \$1,604 and in 1935 it was only \$1,386. A comparison with teachers' salaries for the school year 1933-34, when they reached their lowest levels, would be even less favorable. Due to the fact that teachers' salaries constituted an embarrassing and controversial issue in the Association dur-



ing the school years 1932-33 and 1933-34, no data on teachers' salaries were compiled for these years.

13. All data on pupil teacher ratios and teaching load indicate a heavy increase in responsibilities assigned to teachers. During the school year 1934-35 there was, however, a slight trend toward lighter teaching schedules. Not only were teachers' salaries lowest during the school year 1933-34, but the teaching schedules were also the heaviest during that year.

14. Per pupil expenditures for library materials consistently decreased throughout the five-year period. In 1928-29 (reported in

1929-30) the amount spent per pupil was \$1.10 and in 1933-34 (reported in 1934-35) the amount spent per pupil was only \$.55.

## II. QUALIFICATIONS AND TENURE OF TEACHERS

A comparison of the qualifications of all the teachers employed in 1934-35 with the qualifications of the teachers employed during the school year 1929-30, as shown in Table II, reveals a marked improvement over the five-year

TABLE II  
QUALIFICATIONS OF TEACHERS

Qualification	1930		1935	
	Number	Percentage	Number	Percentage
<i>Academic Teachers:</i>				
Doctor's Degree .....	139	.5	268	.7
Master's Degree .....	5,671	19.3	10,369	28.6
Bachelor's Degree .....	22,322	76.9	24,728	68.2
Without a Degree .....	887	3.2	904	2.5
Less than 15 Hours of Education .	1,232	4.2	936	2.6
<i>Non-Academic Teachers:</i>				
Bachelor's Degree .....	10,626	67.7	11,980	72.5
Without a Degree .....	5,072	32.3	4,552	27.5
Less than 15 Hours of Education .	1,814	11.6	1,767	10.7

period. The percentage of teachers holding a master's degree has increased nearly fifty per cent. A significant reduction is also shown among the non-academic teachers as well as among the teachers of academic subjects in the proportion of teachers having no degree and in the proportion of teachers having less than fifteen hours in education.

The number of years teachers in North Central Association high schools have served in their present positions is shown in Table IV. In comparison with five years ago, the percentage of teachers serving their first year has dropped from nearly 22 to a little over 10. In 1930 approximately one third of the teachers had remained in their present positions more than six years, in 1935 this group constituted more than one half of all the teachers employed.

TABLE III  
TENURE IN PRESENT POSITION

Year of Teaching	Percentage of All Teachers	
	1930	1935
First Year .....	21.7	10.7
Second Year .....	11.6	6.5
Third Year .....	11.3	6.3
Fourth Year .....	9.0	8.0
Fifth Year .....	7.3	8.4
Sixth Year .....	5.6	8.6
Above Sixth Year	33.4	51.5
TOTAL .....	99.9	100.0

## III. CURRICULA OFFERED AND TYPES OF CURRICULUM ORGANIZATION

*Curricula Offered.* Over one-third of the schools in 1934-35 reported that their programs of studies were broken up into curricula designed to meet the needs of specific groups of pupils. The curriculum most frequently offered was

TABLE IV  
ENROLLMENT BY SUBJECTS, 1934-35, WITH PERCENTAGES OF TOTAL HIGH SCHOOL ENROLLMENT  
IN EACH SUBJECT AND IN EACH SUBJECT MATTER FIELD

SUBJECT	ENROLLMENT IN 1934-35			PERCENTAGE OF TOTAL ENROLLMENTS		
	Boys	Girls	Total	1925	1930	1935
<i>Mathematics</i>						
General Mathematics .....	15,691	12,591	28,282	2.2	2.3	2.2
First year Algebra .....	135,794	114,397	250,191	23.7	21.8	19.3
Advanced Algebra .....	44,402	20,411	64,813	5.7	5.8	5.0
Plane Geometry .....	121,314	94,884	216,188	19.1	20.0	16.6
Solid Geometry .....	20,693	5,832	26,525	2.2	2.4	2.2
Arithmetic (academic) .....	6,944	5,684	12,628	1.7	1.5	1.0
Trigonometry .....	9,870	2,117	11,987	0.6	1.1	0.9
Miscellaneous .....	2,904	909	3,813			0.3
Total .....	357,602	256,825	614,427	55.2	54.9	47.5
<i>English</i>						
Freshman English .....	152,637	144,573	297,210	26.6	25.6	22.8
Sophomore English .....	186,074	182,268	368,342	26.3	30.3	28.2
Junior English .....	153,508	154,764	308,272	20.4	22.0	23.6
Senior English .....	85,708	95,522	181,230	13.0	13.5	13.9
Public Speaking .....	28,839	26,531	55,370		4.4	4.2
Dramatics .....	7,959	15,844	23,803		1.5	1.8
Journalism .....	11,142	12,482	23,624		0.3	1.8
Debating .....	3,957	3,046	7,003			0.5
Miscellaneous .....	2,984	3,340	6,324			0.5
Total .....	632,808	638,370	1,271,178	86.3	97.6	97.3
<i>Foreign Language</i>						
<i>Latin</i>						
First Year .....	45,556	58,643	104,199	11.7	10.0	8.0
Second Year .....	39,252	53,172	92,424	8.9	9.0	7.1
Cicero .....	5,761	8,456	14,217	2.9	1.7	1.1
Virgil .....	4,259	6,302	10,561	1.3	1.2	0.8
Total Latin .....	94,828	126,573	221,401	24.8	21.9	17.0
Greek (total) .....	1,778	930	2,708	0.2	0.1	0.2
<i>French</i>						
First Year .....	20,423	35,290	55,713	5.2	5.2	4.3
Second Year .....	13,829	26,854	40,683	3.4	3.5	3.1
Third Year .....	1,885	4,780	6,665	0.7	0.5	0.5
Fourth Year .....	447	1,460	1,907	0.1	0.2	0.1
Total French .....	36,584	68,384	104,968	9.4	9.4	8.0
<i>Spanish</i>						
First Year .....	22,450	21,463	43,913	5.4	4.8	3.4
Second Year .....	13,910	14,092	28,002	3.2	2.7	2.3
Third Year .....	1,446	1,837	3,283	0.4	0.3	0.2
Fourth Year .....	398	596	994	0.1	0.1	0.1
Total Spanish .....	38,204	37,988	76,192	9.1	7.9	6.0



TABLE IV (Continued)

SUBJECT	ENROLLMENT IN 1934-35			PERCENTAGE OF TOTAL ENROLLMENTS		
	Boys	Girls	Total	1925	1930	1935
German						
First Year .....	13,648	12,059	25,707		1.6	2.0
Second Year .....	9,597	7,987	17,584		0.8	1.3
Third Year .....	1,088	1,131	2,219		0.1	0.2
Fourth Year .....	250	290	540			
Total German .....	24,583	21,467	46,050	1.0	2.5	3.5
Miscellaneous Foreign Language .....	3,106	2,764	5,870		0.2	0.4
TOTAL FOREIGN LANGUAGE ....	199,083	258,106	457,189	44.1	42.8	35.1
<i>Social Studies</i>						
Occupations .....	14,209	12,056	26,265			2.0
Community Civics .....	39,609	38,304	77,913	6.8	8.7	6.0
High School Geography ....	14,752	12,337	27,089			2.1
Ancient History .....	34,017	31,672	65,689	10.8	7.0	5.0
Modern European History ..	47,100	44,782	91,882			7.0
World History .....	73,254	70,774	144,028	4.9	9.8	11.0
American History .....	140,587	143,321	283,908	16.5	18.4	21.7
English History .....	2,308	2,219	4,527	0.8	0.5	0.3
Economics .....	36,806	31,730	68,536	3.9	4.3	5.3
Sociology .....	20,058	19,519	39,577	1.8	2.1	3.0
Advanced Civics .....	41,720	42,556	84,276			6.4
American Problems .....	16,408	17,196	33,604	1.3	1.8	2.6
Social Science .....	2,173	2,150	4,323			.3
Miscellaneous .....	13,225	13,588	26,813		1.2	2.1
Total .....	496,226	482,204	978,430	62.1	69.3	74.8
<i>Sciences</i>						
General Science .....	88,591	74,699	163,290	11.5	12.4	12.5
Physical Geography .....	10,915	8,754	19,669	5.3	2.0	1.5
Biology .....	97,446	100,490	197,936	9.4	11.8	15.2
Botany .....	8,332	10,915	19,247		1.9	1.5
Zoology .....	8,774	6,984	15,758		1.3	1.2
Chemistry .....	75,211	46,615	121,826	8.8	8.8	9.3
Physics .....	71,665	20,843	92,508	8.5	7.6	7.1
Physiology .....	16,708	19,320	36,028		2.8	2.8
Miscellaneous .....	4,682	4,641	9,323	1.2		0.7
Total .....	382,324	292,261	675,585	43.5	49.0	51.8
<i>Commercial Subjects</i>						
Typewriting .....	84,289	195,005	279,294	14.9	18.6	21.4
Stenography .....	25,956	142,315	168,271	10.3	11.4	12.9
Bookkeeping .....	56,838	84,838	141,676	9.3	10.7	10.9
Commercial Arithmetic ....	31,038	38,024	69,062	6.2	6.1	5.3
Commercial Geography .....	22,019	25,865	47,884	3.4	4.4	3.7
Commercial Law .....	23,121	18,198	41,319		1.0	3.2
Business English .....	7,660	14,204	21,864		0.4	1.7
Salesmanship .....	6,923	7,031	13,954			1.1
Business Training .....	22,612	36,456	59,068		0.2	4.5
Business Administration ....	3,211	4,617	7,828			0.6
Miscellaneous .....	5,517	13,511	19,028		1.4	1.5
Total .....	289,184	580,064	869,248	45.5	56.0	66.8

TABLE IV (Continued)

SUBJECT	ENROLLMENT IN 1934-35			PERCENTAGE OF TOTAL ENROLLMENTS		
	Boys	Girls	Total	1925	1930	1935
<i>Industrial Arts</i>						
Mechanical Drawing .....	105,146	1,131	106,277		.4	8.2
Wood Work .....	97,162	490	97,652			7.5
Printing .....	21,910	764	22,674			1.8
Forge and Metal Work .....	23,404	13	23,417			1.8
Auto Mechanics .....	19,631	27	19,658			1.5
Farm Mechanics .....	3,736	3	3,739			.3
Radio .....	1,876	13	1,889			.2
Aviation .....	2,301	30	2,331			.2
Miscellaneous .....	32,862	809	33,671	13.8	16.2	2.6
Total .....	308,028	20,578	328,606	13.8	16.6	24.1
<i>Household Arts</i>						
Freshman .....	1,160	69,097	70,157	7.1	7.2	5.4
Sophomore .....	835	67,374	68,209	4.1	4.2	5.2
Junior .....	1,332	30,065	31,397	2.1	1.3	2.4
Senior .....	1,013	20,992	22,005	1.4	0.7	1.7
Total .....	4,340	187,528	191,868	14.7	13.4	14.7
<i>Agriculture</i>						
Freshman .....	12,272	1,485	13,757	1.3	1.6	1.0
Sophomore .....	11,725	1,484	13,209	1.0	0.8	1.0
Junior .....	6,836	649	7,485	0.6	0.4	0.6
Senior .....	5,373	337	5,710	0.3	0.2	0.4
Total .....	36,206	3,955	40,161	3.2	3.2	3.0
<i>Music</i>						
Chorus .....	66,290	103,257	169,547		14.0	13.0
Glee Club .....	43,533	82,121	125,654		15.2	9.6
Band .....	54,795	20,531	75,326		4.2	5.8
Orchestra .....	27,278	24,991	52,269		4.4	4.0
Instrumental (individual) ...	12,406	12,250	24,656			1.9
Miscellaneous .....	13,562	12,384	50,602		0.5	3.8
Total .....	217,864	255,534	473,398		38.3	38.1
<i>Art</i>						
Freshman .....	13,770	21,786	35,556		3.6	2.7
Sophomore .....	12,288	17,169	29,457		2.1	2.3
Junior .....	8,275	10,331	18,606		0.9	1.4
Senior .....	4,927	7,793	12,720		0.4	1.0
Total .....	39,260	57,079	96,339		7.0	7.4
<i>Physical Education</i>						
Freshman .....	117,491	112,174	229,665			17.6
Sophomore .....	129,954	132,020	261,974			20.1
Junior .....	81,963	84,094	166,057			12.7
Senior .....	50,931	54,596	105,527			8.1
Total .....	380,339	382,884	763,223			58.5
<i>Psychology (total)</i> .....	13,511	4,977	8,488			0.7
<i>Normal Training (total)</i> .....	400	3,858	4,258			0.3
<i>Bible (total)</i> .....	11,122	10,568	21,689			1.7
<i>Miscellaneous</i> .....	3,307	2,713	6,020			.5



the College Preparatory. If the number of schools offering the General Curriculum and the number of schools offering the Academic curriculum are included with those schools offering the College Preparatory curriculum, since these curricula do not differ very essentially anyway and in fact are very frequently identical in purpose, it is found that 5,667 of the 9,786 schools offering specialized curricula, or 58 per cent, are offering one or the other of these three curricula. The other curricula, as indicated in the tabulation given below, mentioned most frequently were, in the order named, the Commercial, the Practical Arts, and the Fine Arts.

<i>Different Curricula Offered</i>	<i>Number of Schools</i>
College Preparatory .....	2193
Commercial .....	1989
General .....	1912
Academic .....	1562
Practical Arts .....	1142
Fine Arts .....	409
Agriculture .....	200
Normal Training .....	132
Home Economics .....	121
Industrial Arts .....	41
Scientific .....	41
Vocational .....	8
Music .....	6
Engineering .....	5
Physical Education .....	5
Classical .....	4
Modern Language .....	4
Pre-English .....	3
Auto-trade .....	2
Building Trades .....	2
Blacksmithing .....	1
Nursing .....	1
Pre-Medical .....	1
Printing .....	1
Stone Drafting .....	1
TOTAL .....	9786

*Curriculum Organization.* Only a small proportion of the schools in their reports for 1934-35 ventured to identify the type of curriculum organization in use. This was very likely due to the fact that very few high school adminis-

trators are familiar with the various types or patterns of curriculum organization. That this was undoubtedly true is reflected below in the relatively small number of schools reporting as having the single type of curriculum organization.

<i>Types or Patterns of Curriculum Organization</i>	<i>Number of Schools</i>
Constants-with-Variables .....	1312
Multiple Type .....	692
Combination Type .....	386
Single Type .....	168
TOTAL .....	2558

#### IV. ENROLLMENTS BY SUBJECT-MATTER FIELDS

In this section the enrollment data for the North Central Association high schools in the various subject matter fields are given for the school year 1934-35. For five- and six-year high schools the enrollments for the last four years only were included. A comparison with the enrollment data for 1929-30 reflects the following enrollment trends in the different subject matter fields during the past five years:

<i>Subject Matter Field</i>	<i>Percentage of Change</i>
Mathematics .....	- 7.4
English .....	- .3
Foreign Languages .....	- 7.7
Social Studies .....	+ 5.5
Science .....	+ 2.8
Commercial .....	+10.8
Industrial Arts .....	+ 7.5
Household Arts .....	+ 1.3
Agriculture .....	- .2
Music .....	- .2
Art .....	+ .4

Similar trends, with the exception of English and possibly household arts, are also reflected for the ten-year period, 1925-1935.

#### V. HIGH SCHOOL SUBJECTS ADDED TO OR DROPPED FROM THE PROGRAM OF STUDIES

Curriculum trends are also reflected by the number of schools which have added or which have eliminated certain

subjects over a period of years. In this section an analysis has been made of the number of schools which have expanded their curriculum offerings in different subject fields by the addition of new subjects and of the number of schools which have reduced their curriculum offerings in these fields by eliminating certain subjects from the program of studies. A general idea of the nature and extent of curriculum changes which have taken place during the five-year period ending in 1935, as revealed by the addition of new subjects and the elimination of others, may be obtained from the following brief summary table.

Subject Matter Field	Number of Schools	
	Adding Subjects to this Field	Dropping Subjects from this Field
Mathematics .....	421	172
English .....	673	192
Foreign Languages .....	466	635
Social Studies .....	1200	555
Science .....	614	296
Commercial Subjects ..	1425	552
Industrial Arts .....	502	176
Household Arts .....	349	208
Agriculture .....	172	85
Music .....	382	76
Art .....	157	95
Physical Education .....	107	53
Psychology .....	77	37
Normal Training .....	1	74
Bible .....	10	14
Vocational Guidance ...	14	13

For all subject matter fields, excepting foreign languages, normal training, and Bible, it appears that more schools added subjects to a field than there were schools which eliminated subjects from that field. The subject matter fields making the greatest net gains by the addition of new subjects were, in the order named, the commercial subjects, the social science studies, English, the sciences, industrial arts, and music.

TABLE V  
NUMBER OF SCHOOLS ADDING SUBJECTS TO OR  
ELIMINATING SUBJECTS FROM THE PROGRAM  
OF STUDIES, 1930-35

SUBJECT MATTER FIELD AND SUBJECT	NUMBER OF SCHOOLS	
	Adding Subject	Dropping Subject
<i>Mathematics</i>		
General Mathematics .	104	31
Algebra		
First Year .....	5	8
Advanced .....	78	33
College .....	8	1
Geometry		
Plane .....	2	4
Solid .....	51	38
Analytical .....	1	1
Trigonometry .....	109	32
Arithmetic (academic)	47	18
Senior Mathematics ..	6	3
Applied Mathematics ..	4	2
Farm Mathematics ...	2	0
Mathematical Survey ..	2	0
Astronomy .....	1	1
College Preparatory Mathematics .....	1	0
Total .....	421	172
<i>English</i>		
Public Speaking .....	276	57
Journalism .....	168	61
Dramatics .....	100	28
Debating .....	46	18
Advanced English ....	32	5
Contemporary Litera- ture .....	15	0
Composition .....	9	4
Junior Literature ....	7	0
Creative Writing .....	5	3
Grammar .....	4	6
General Literature ...	0	5
Vocational English ...	3	2
American Literature ..	2	1
English Literature ....	2	1
Short Story .....	1	1
Modified English ....	1	0
Poetry .....	1	0
Shakespeare .....	1	0
Total .....	673	192
<i>Foreign Languages</i>		
Latin		
Latin I or II .....	39	100
Latin III or IV ....	42	143
Greek .....	5	5
French		
French I or II .....	108	157
French III or IV ...	24	14
German .....	150	41
Spanish .....	72	166
Other Languages .....	26	9
Total .....	466	635



TABLE V (Continued)

SUBJECT MATTER FIELD AND SUBJECT	NUMBER OF SCHOOLS	
	Adding Subject	Dropping Subject
<i>Social Studies</i>		
Occupations .....	128	55
Community Civics ...	108	69
High School Geog- raphy .....	67	18
Ancient History ....	22	116
Modern European His- tory .....	13	15
World History .....	208	29
Medieval and Modern History .....	36	75
American History ....	16	2
English History .....	23	29
State History .....	19	10
Economics .....	156	46
Sociology .....	172	46
American Problems ..	93	26
Government .....	75	11
Social Science .....	36	1
Miscellaneous .....	28	7
Total .....	1200	555
<i>Science</i>		
General Science .....	91	49
Physical Geography ...	57	47
Biology .....	220	27
Botany .....	11	45
Zoology .....	5	20
Physics .....	41	24
Chemistry .....	74	17
Physiology .....	97	54
Geology .....	11	7
Astronomy .....	3	3
Related Science .....	1	3
Miscellaneous .....	3	0
Total .....	614	296
<i>Commercial Subjects</i>		
Typewriting .....	162	22
Bookkeeping .....	124	86
Stenography .....	89	66
Commercial Law ....	152	78
Commercial Arithmetic	95	82
Commercial Geography	139	72
Business English ....	76	42
Salesmanship .....	66	41
Business Training ....	160	24
Junior Business Train- ing .....	143	11
Business Science .....	89	8
Business Principles ...	31	0
Office Training .....	52	8
Miscellaneous .....	47	12
Total .....	1425	552
<i>Industrial Arts</i>		
Woodwork .....	92	60
Mechanical Drawing ..	87	31
Printing .....	40	13

TABLE V (Concluded)

SUBJECT MATTER FIELD AND SUBJECT	NUMBER OF SCHOOLS	
	Adding Subject	Dropping Subject
Auto Mechanics .....	31	20
Forge and Metal Work	61	3
Manual Training ....	44	20
Radio .....	16	3
Aviation .....	17	3
Designs and Crafts ..	20	1
Electricity .....	16	3
Trades and Industry ..	14	0
Shop Mathematics ...	12	1
Architectural Drawing	8	0
Miscellaneous .....	44	18
Total .....	502	176
<i>Household Arts</i>		
Home Economics ....	278	207
Vocational Home Eco- nomics .....	11	0
Boys Cooking .....	9	1
Home Management ...	9	0
Nursing .....	7	0
Foods .....	6	0
Home Making .....	5	0
Applied Costume Design .....	3	0
Euthenics .....	3	0
Personal Hygiene .....	3	0
Sewing .....	3	0
Miscellaneous .....	12	0
Total .....	349	208
<i>Agriculture</i>		
Farm Management ...	122	85
Vocational Agriculture	35	0
Horticulture .....	13	0
Total .....	2	0
Total .....	172	85
<i>Music</i>		
Band .....	333	76
Rudiments of Music ..	16	0
History of Applied Music .....	16	0
Harmony .....	5	0
Acoysella Choir ....	4	0
Orchestra .....	2	0
Piano .....	2	0
Chorus .....	2	0
Stringed Instruments .	1	0
Total .....	1	0
Total .....	382	76
<i>Art (total)</i>		
Art (total) .....	157	95
<i>Physical Education and Health</i>		
Health (total) .....	107	53
Psychology .....	77	37
Normal Training .....	1	74
Bible .....	10	14
Vocational Guidance ...	14	13
Penmanship and Spelling	0	12
Miscellaneous .....	29	10

## THE CAUSES FOR WARNING AND ADVISING HIGH SCHOOLS<sup>1</sup>

M. R. OWENS

Little Rock, Arkansas

*The Problem.* To determine which Standards and Regulations of the Secondary Commission of the North Central Association of Colleges and Secondary Schools member high schools have had greatest difficulty in complying with during the five-year period, 1930-34.

*Method of the Study.* All standards and regulations violated by high schools from 1930-34, to the extent that *warning* or *advising* resulted, are listed in Table I, which shows the frequency of violation of each standard and each regulation by high schools of the different sizes, according to enrollment in the respective years, and also the total number of violations of standards and regulations by all high schools considered as a single group for the same period. This table also shows the total number of violations of each standard and each regulation during the five-year period.

The 47 high schools dropped and the 63 high schools which withdrew from the Association are not included in Table I, since the records of the Association do not show why schools were dropped nor why they withdrew. This fact was not discovered in time to request such information from the State Chairmen. It does not appear, however, that the absence of this information seriously detracts from the significance of the conclusions of the study, since the study shows which of the standards and regulations have been the occasion for warning or advising high schools violating these and since schools are dropped because of violating the same regulation two consecutive years. It is common knowledge that schools

withdraw for such reasons as: (1) The school is discontinued; (2) the school becomes too small to meet the requirements of the Association; (3) the school withdraws to avoid being dropped. It seems improbable, therefore, that including the 110 dropped and withdrawing schools in the study would alter in any respect the conclusions growing out of consideration of the causes for *warning* and *advising* schools for violating regulations or standards.

In Table II the numbers of high schools which withdrew or which were dropped are tabulated according to size of schools in order to determine whether or not there is any relationship between size of high schools and ability to comply with the regulations and standards of the Association.

*Significant Findings.* 1. There have been 1755 violations of *standards* and 79 violations of *regulations* during the last five years which resulted in the warning or advising of the schools involved. With comparatively few exceptions, however, the high schools warned or advised have been able to remove the deficiencies as shown by the fact that only 110 high schools have lost membership in the North Central Association during the past five years—47 dropped, and 63 withdrawing. This is an average of only 22 a year. This is no occasion for alarm, in view of the fact that there are 2500 high schools having membership in the Association. It is only fair to state in this connection, however, that the Association's policy of leniency during the last three years has reduced the number of schools receiving adverse action by the Association, otherwise the data in

<sup>1</sup> A report made to the Commission on Secondary Schools in April, 1935.—THE EDITOR.



**TABLE I**  
**STANDARDS AND REGULATIONS OF THE NORTH CENTRAL ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS VIOLATED BY MEMBER SCHOOLS, WHICH LED TO WARNING OR ADVISING FROM 1930 TO 1934**

STANDARDS AND REGULATIONS VIOLATED	1930				1931				1932				1933				1934				ALL SCHOOLS				Total Number Violations		
	Enrollment				Enrollment				Enrollment				Enrollment				Enrollment				All Schools						
	Under 200	200 to 499	500 to 999	1000 and Over	Under 200	200 to 499	500 to 999	1000 and Over	Under 200	200 to 499	500 to 999	1000 and Over	Under 200	200 to 499	500 to 999	1000 and Over	Under 200	200 to 499	500 to 999	1000 and Over	All Schools	1930	1931	1932		1933	1934
Standards	6	7	2	15	10	11	2	23	4	4	..	1	9	3	1	1	7	..	1	2	5	15	23	9	7	5	59
1	34	40	12	11	27	45	19	14	10	10	4	5	29	4	3	5	19	12	1	2	10	97	105	29	19	25	275
2	2	2	..	4	1	..	1	..	4	..	..	..	4	2	2	..	3	3	..	..	1	4	1	4	5	15	31
3	4	4	..	8	1	..	1	..	7	..	..	1	8	4	1	..	8	17	27	13	9	3	2	8	5	78	118
4	..	..	1	..	2	..	..	..	1	1	..	..	2	..	3	3	12	17	27	13	9	66	1	2	7	66	78
4b	5	3	4	..	9	7	..	16	7	2	1	1	11	5	3	1	1	2	5	1	1	9	7	16	11	12	9
5	6	9	4	..	22	14	3	..	19	10	1	..	30	2	2	..	4	17	9	4	1	31	48	39	30	4	31
7a	19	25	4	..	48	13	8	3	1	15	2	..	33	8	8	1	18	9	5	2	2	18	45	35	33	18	142
7b	23	27	16	8	74	18	13	9	7	47	8	15	6	5	34	7	21	11	8	3	6	28	74	47	34	21	28
7c	52	51	17	3	123	41	50	15	4	110	50	40	12	16	118	17	41	32	12	12	97	123	110	118	48	97	496
7d	..	..	..	..	..	1	..	1	2	..	..	..	..	..	..	..	8	41	32	12	12	..	2	..	..	..	2
Total 7a to 7d	94	103	37	11	245	72	72	27	13	184	74	70	20	21	185	32	31	45	17	20	143	245	184	185	87	143	844
8	6	3	3	4	16	1	10	5	6	22	2	13	4	13	32	..	8	31	15	50	104	16	22	32	10	104	184
9	9	13	6	2	30	6	12	7	6	31	2	3	5	1	11	2	2	5	..	3	10	30	31	11	14	10	96
Total 1 to 9	177	180	61	29	437	151	171	64	39	425	130	113	35	43	321	54	58	125	55	96	399	437	425	321	173	599	1755
Regulations																											
1	10	3	5	2	20	8	6	1	1	16	5	6	..	..	..	..	2	3	..	1	6	20	16	11	1	6	54
2	..	..	..	..	..	..	1	..	..	1	..	..	..	..	..	..	..	..	..	..	..	..	1	..	..	..	1
2b	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
3	8	2	2	..	12	1	..	..	..	1	..	1	2	..	..	..	..	..	..	..	..	12	..	2	..	..	14
4	1	..	..	..	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	1	..	..	..	2
5	..	..	..	..	..	1	..	..	..	..	..	..	..	..	..	..	2	1	..	..	3	..	1	1	1	3	6
7c	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	..	..	1
Total 1 to 7c	19	5	7	2	33	10	7	1	1	19	6	7	1	2	16	..	..	4	4	..	1	33	19	16	2	9	79
Total No. Violations	196	185	68	31	470	161	178	65	40	444	136	120	36	45	337	54	58	129	55	97	408	470	444	337	175	408	1834

Tables I and II might be considerably different.

2. Standard 7 was violated a greater number of times than any other, the total number of violations of this standard being almost equal to the total number of violations of all other standards combined—and that in spite of the fact that it is one of the oldest standards of the Association, and notwithstanding the additional fact that there is no shortage of teachers whose training conforms to its requirements. Of the number of violations of Standard 7, 17 per cent are chargeable to 7a, 24 per cent to 7b, and 59 per cent to 7c. Nevertheless, there is evidence of improvement. In 1930 the number of violations of Standard 7 was 56 per cent of all violations, but in 1934 it had declined to 36 per cent.

3. Standard 2 comes next in number of times violated, with a total of 275. It was violated 97 times in 1930, 105 times

in 1931, 29 times in 1932, 19 times in 1933, and 25 times in 1934. The decline in the number of violations of this standard during the depression years, of course, does not mean that library and laboratory facilities are improving so rapidly as the figures would indicate, but is to be attributed to the lenient attitude of the Association in the enforcement of those standards relating specifically to expenditures.

4. The rank order of the standards with respect to the frequency of violation is: 7c, 2, 7b, 8, 7a, 6, 4, 9, 1, 5, 3. It is to be noted that three of the five standards most frequently violated relate to the training of academic teachers. The other two relate to library and laboratory facilities and teaching load respectively. Inadequate teachers' salaries and short school terms rank sixth and seventh respectively as causes for warning and advising member schools. Undue significance should not be attached to the relatively low rank order of standards relating to finance, since the Association has made no attempt at rigid enforcement of these standards during the depression period. Nevertheless, in spite of leniency by the Association, Table III shows that the rank order of the frequency of violation of standards in 1930 is significantly different from that in 1934. The following changes occurred: Standard 8 ranked sixth in 1930, and first in 1934; Standard 6 ranked eighth in 1930 and fourth in 1934; Standard 4 ranked ninth in 1930 and third in 1934. Oddly enough, Standard 2 dropped from second place in 1930 to sixth place in 1934. However, this is not to be accepted as positive evidence that library and laboratory facilities have been greatly improved during the depression. It is probable that inspectors did not check libraries and laboratories as carefully in 1934 as in 1930.

TABLE II  
NUMBER AND SIZE OF HIGH SCHOOLS DROPPED  
AND WITHDRAWING FROM THE NORTH  
CENTRAL ASSOCIATION  
1930-34

ENROLLMENT	STATUS		
	Dropped	Withdrawing	Total
<i>Less than 100</i>			
Less than 10 ..	1	1	2
10-19 .....	—	6	6
20-29 .....	3	5	8
30-39 .....	1	3	4
40-49 .....	1	2	3
50-59 .....	2	4	6
60-69 .....	—	4	4
70-79 .....	—	3	3
80-89 .....	3	1	4
90-99 .....	2	2	4
Total .....	13	31	44
<i>100 and over</i>			
100-199 .....	23	16	39
200-499 .....	9	16	25
500-999 .....	1	—	1
1000-over .....	1	—	1
Total .....	34	32	66
GRAND TOTAL ..	47	63	110

5. Table III also shows that Standard 7 was less difficult to meet in 1934 than in 1930. For example, 7*a* dropped from fourth place in 1930 to seventh place in 1934; Standard 7*b* changed from third place in 1930 to fifth place in 1934; but Standard 7*c* still ranks high, although it declined from first place in 1930 to second place in 1934.

Standard 5, violated only 55 times in five years by 2500 high schools, ranked tenth in 1930 and ninth in 1934. As a

TABLE III  
RELATIVE RANKINGS OF STANDARDS ACCORDING  
TO FREQUENCY OF VIOLATION IN 1930  
AND IN 1934

Standard	Rank order in Frequency of Violation	
	1930	1934
7 <i>c</i> .....	1	2
2 .....	2	6
7 <i>b</i> .....	3	5
7 <i>a</i> .....	4	7
9 .....	5	8
8 .....	6	1
1 .....	7	9
6 .....	8	4
4 .....	9	3
5 .....	10	10
3 .....	11	3

matter of fact, the character of a school and the quality of its instruction, some would argue, should constitute the sole basis of accreditation. It is highly improbable that Standard 5 has been so well complied with during the past five years as to be practically unviolated, but it is so highly subjective as to be difficult to enforce.

7. Failure to submit the annual report by November 1 constitutes the most frequent violation of regulations, 54 of the 79 violations of regulations from 1930 to 1934 being for this reason. Regulation 3 is next, with 14 violations. The Association is showing extreme liberality in permitting violation of regulations 1 and 3 to pass with warning or advising,

since "regulations are conditions which any school must meet in order that its application for accrediting may be considered."

8. Of the 47 high schools dropped during the last five years, all but one enrolled less than 500 pupils, and all of the 63 schools withdrawing enrolled less than 500 pupils. This would seem to indicate that the regulations and standards are more difficult to meet in small high schools than in large high schools, yet there is some evidence contradicting this assumption. Whereas, in 1930, 81 per cent of the violations of standards and regulations were by high schools enrolling less than 500 pupils, 73.2 per cent of the member schools enroll less than 500 pupils. Furthermore, during the five-year period, the percentage of violations by high schools enrolling less than 500 pupils has decreased significantly, whereas the percentage of violations by high schools enrolling more than 500 pupils has increased disproportionately. For example, in 1930, 81 per cent of the violations were by schools in the smaller group and 19 per cent by schools in the larger group; but in 1934, only 63 per cent of the violations were by schools in the smaller group and 37 per cent of the violations were by schools in the larger group. Data for 1934 in Table I show that schools enrolling 500 pupils or more accounted for a higher percentage of the violations of Standards 1, 2, 4, and 8 than did the schools enrolling less than 500 pupils. In other words, the larger schools are probably finding it more difficult to meet the financial standards than the smaller schools. Then, too, there is a tendency for the weaker, small schools to withdraw or be dropped, while the large schools continue in the Association.

9. The percentage of violations of Standard 7 is decreasing in schools enrolling less than 500 pupils and increas-



ing in schools enrolling more than 500 pupils. For example, in 1930, 80 per cent of the violations of Standard 7 were by schools in the smaller group; but in 1934 the percentage of the smaller group decreased to 74, and the percentage of the larger group increased to 26. Standard 7c seems to explain this situation. Why is it easier for small schools to employ teachers whose qualifications meet 7c than it is for large schools? Perhaps there are valid reasons, but this investigation cannot take them into account.

*General Conclusions.* 1. Standard 7, violated 844 times in five years, still remains the most difficult standard to enforce. Standard 7a is being enforced in a fairly satisfactory manner. It was violated by 48 schools in 1930 and by 18 schools in 1934. Standard 7b is causing less and less difficulty as the years go by. It was violated by 74 schools in 1930 and by 28 schools in 1934. Standard 7c was violated by almost as many schools in 1934 as in 1930: by 123 schools in 1930; by 110 schools in 1931; by 118 schools in 1932; by only 48 schools in 1933; and by 97 schools in 1934. The reason for the increase in 1934 is undetermined.

2. The other standards which were violated a sufficient number of times during the last five years to merit attention are listed in rank order: (1) Standard 2, relating to the library and the laboratory, violated by 275 schools; (2) Standard 8, pupil-teacher ratio, vio-

lated by 184 schools; (3) Standard 6, teachers' salaries, violated by 118 schools; (4) Standard 4, length of term, violated by 109 schools. The remaining standards were violated by only a small number of schools each year. It is not to be expected that there will ever be a time when all standards can be met fully by all member schools. The outstanding fact is that schools are having difficulty in meeting the standards relating specifically to finance. The question might be raised, however, as to whether the relatively small number of violations of these standards during each of the past five years is, after all, a serious problem. Should the Association abandon these standards, modify them, or continue its policy of leniency in enforcing them are questions which the Association might well consider.

3. There were only 79 violations of regulations. Submitting the annual report after the due date ranks first, with 54 violations. Regulation 3, which requires each member school to be in "the highest class of schools as officially listed by the properly constituted educational authorities of the state," accounts for 14 violations. It is, of course, unthinkable that the Association should ever do otherwise than drop schools which fail to meet this requirement. Certainly it is not unreasonable to require member schools to submit their annual reports by November 1. Therefore, it seems that the regulations are satisfactory.

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High schools

## SOME INNOVATING PRACTICES AMONG NORTH CENTRAL ASSOCIATION SCHOOLS<sup>1</sup>

### I. IN ARIZONA—AN EXPERIMENT IN CLASS SIZE<sup>2</sup>

IN 1933-34 Phoenix Union High School engaged in an experiment to ascertain the effect of class size on the accomplishment of students. Six teachers were selected, three of third year English and three of third year History. Each teacher taught three classes considered in the experiment: one large class of sixty pupils and two small classes of thirty pupils each. The pupils in the large class were carefully paired with pupils in the small classes as to mental ability, knowledge of the subject under consideration as revealed by objective tests, school marks in all subjects, and chronological age. Pupils were paired only with other pupils under the same teacher, the only difference being the size of the class. Identical material was covered in each of the three classes taught by a given teacher.

The results of this study showed no significant difference between the accomplishment of pupils in the small and large classes, such slight differences as appeared to exist being in favor of the large classes. Whether or not the same situation would obtain when the teachers attempted to teach five large classes was the next question.

This year the three teachers who taught the experimental classes in English last year are teaching five classes of approximately sixty pupils each. These 15 sections are all regular third year English classes and in these classes the pupils have been paired back with the members of last year's classes—that is,

from among the students enrolled with teacher A, say, sixty students will be picked and paired carefully with sixty students which teacher A taught last year in the two small classes. The same material is to be covered in this year's work as in last, the same tests used, and pairings made on the same data.

Pupils have been paired on the following data:

1. Score on Otis Classification Test.
2. Score on Columbia Research Bureau English Test.
3. Previous marks in high school work.
4. Age.

The accomplishment of the pupils is being measured by the gain on three standardized tests and two tests constructed by the English teachers covering the material presented in the course. The standardized tests used are: 1. The Columbia Research Bureau English test; 2. Iowa Placement test in English; and 3. English section of the Iowa High School Content Examination.

All of these tests were given during the first week of the school year and the tests constructed by the local English faculty to measure accomplishment in the first semester of the English course were repeated at the end of the semester. The local tests covering the material of the second semester was given for the first time during the first week of the second semester, and these tests together with the three standardized tests will be repeated at the end of the year.

One full time stenographer was assigned to the three teachers to take care of all the detailed work possible to be taken care of by any person other than the teacher. Besides performing all the

<sup>1</sup> These practices were reported to the Commission on Secondary Schools during the annual meeting in Chicago in April 1935.—THE EDITOR.

<sup>2</sup> Reported by O. K. Garrettson of the University of Arizona.—THE EDITOR.

stenographic work in connection with preparation for assignments and tests, she scores all objective tests, records results, etc. Teachers, however, look over all written assignments, although the stenographer may have marked errors in mechanics. The teachers were thus re-

lieved of considerable routine, clerical tasks, and were given more time for planning and preparing work for pupil conferences.

At the close of the experiment an attempt will be made to ascertain pupil reaction to the large class organization.

## II. IN INDIANA—CHECKING PERSONAL ATTRIBUTES<sup>1</sup>

The plan presented here is being used in the Froebel School of Gary, Indiana, and is entitled "Gary Plan for Checking Personal Attributes."

Beginning with the rating scale of the Committee on Standard Forms of this Association published in March 1932, Dr. Charles S. Coons, principal of the Froebel School, has developed a plan for the compiling and tabulating of individual teachers' estimates of the personal attributes of each student. It will be recalled that the Association's committee recommended that each student be rated at the time of graduation or withdrawal by each of his teachers on a seven-point rating scale for some fourteen different attributes. Each such report required a separate sheet for each of the pupil's teachers to fill out. The Gary plan refines and simplifies this technique con-

siderably. Only outstanding attributes are checked, unchecked attributes being assumed to be average. Each pupil is graded on these attributes at the close of each semester rather than at the conclusion of his high school course. Instead of separate sheets for each pupil, the teacher uses one class sheet on which both the credit-grades as well as the personal attribute ratings are entered. These are in turn transcribed to the office records by the register clerk. Thus at a minimum of clerical work and confusion, all necessary information concerning grades, credits, and personal attributes is immediately available in a compact, and easily interpretable form.

A more detailed account of the plan and of the forms used appears in the September, 1933 issue of the North Central Association QUARTERLY.

## III. IN MONTANA—AN ORIENTATION PLAN<sup>2</sup>

An extremely interesting practice has been worked out and instituted in the Fergus County High School at Lewiston, Montana, by Mr. C. G. Manning, principal of the school. The problem of orientation of new pupils in such a school, where 45 per cent of the 800 students come from outlying homes and rural environment, is very acute. The school has consequently adopted an elaborate plan for the introduction of such pupils to the routine of the school,

and has set aside a large part of the first week of the fall semester to this problem.

On the first three days, freshmen only attend the school and go through a well planned and carefully organized routine. This includes an opening assembly, presentation of the freshman sponsor teachers, explanations of the rules, regulations, and schedules of classes, administration of the Terman tests, during the first morning. The first afternoon is used as a regular session for the last three periods. That is, the post-luncheon periods are organized as on regular days, but the class periods used for filling out of information cards, the study periods used

<sup>1</sup> Reported by C. G. F. Franzen, North Central Association State Chairman.—THE EDITOR.

<sup>2</sup> Reported by Miss Elizabeth Ireland, State Superintendent of Public Instruction.—THE EDITOR.



for library instruction. In the evening an entertainment for the entering class is given.

The second day the morning classes are regularly scheduled, again using study hall periods for library instruction and for adjusting schedules. The evening of this day is devoted to a large mixer in the gymnasium at which time the freshmen are in charge of the various freshman sponsors.

On the third day the classes are met

as per regular schedule, seats being assigned and all last minute difficulties adjusted. During the afternoon of this day the three upper classes return and are organized into regular routine work.

It is to be noted that no class assignments or homework are given out to the freshmen during these first two days, but the entire attention of the faculty as well as the entering class is directed to the problem of orientation.

#### IV. IN MINNESOTA—A GUIDANCE PROGRAM<sup>1</sup>

The plan here submitted was initiated by Miss Belva Snodgrass, principal of the Rochester Junior-Senior High School, and is now in use in that school. It is a plan to acquaint teachers and pupils with those phases of organization and conduct of the school affairs in which they are vitally interested and concerned. The plan is part of a broad guidance program for both pupils and teachers. Mimeographed bulletins are issued to teachers at frequent intervals, usually daily, throughout the year. They set up and explain desirable standards and emphasize the activities and practices for which each of these three groups—the administration, the teachers, and the pupils—must accept responsibility. Those portions of the bulletins relating to pupil responsibility are read to them by the teachers and discussed. The bulletins are then posted, and kept on file.

This plan has been substituted for the more conventional one of issuing a manual at the opening of the year. It was felt that such a manual was likely to be cut and dried, out of date, inflexible, and frequently forgotten after the first exposure. The plan of frequent bulletins has proved a most acceptable substitute since its inception.

The items under administration responsibility are those which generally set the policy of the school relative to enrollment, transfer, attendance, building regulations, teachers' meetings, curricula, class size, teaching load, record and report keeping, social schedules, and the like.

The items concerning teacher responsibility are of the type of promotion of school activities, clubs, ticket sales, discipline, progress of pupils' development of right attitudes and habits, group and individual guidance, improvement of co-operation, supervision of study, establishment of proper building and class routines, and creation of a proper school atmosphere.

The items in these bulletins for which the pupils are responsible are of the type of enrollment procedures, securing supplies and texts, the observance of building and classroom regulations, the observance of standards relative to dress, deportment, the development of good study habits, the preparation to meet requirements, social, physical, mental, desirable character attributes, and so on.

It has been found that this scheme for a progressive consideration of issues which arise and for well planned procedures to take care of them has secured a hearty cooperation of the pupils as well as the teachers. The result has been the

<sup>1</sup> Reported by H. E. Flynn, Chairman of the North Central Association State Committee.—  
THE EDITOR.

avoiding of confusion, the economy of time and energy, and a noticeable im-

provement in the smooth running of the school.

#### V. IN NEW MEXICO—A GUIDANCE PROGRAM<sup>1</sup>

The best practice in New Mexico is reported as one now in vogue at the Roswell Senior High School. In 1930, Mr. P. H. Deaton, instructor of physics in that school, introduced in a rather modest way a "How to Study" program in one of his three physics classes. Of these three classes, one was taught by the old testbook method, a second by a syllabus, and the third, known as the "How to Study Group," received careful instruction in how to study high school physics for a period of two weeks at the beginning of the fall semester. Those in this group who experienced difficulty in putting into practice the outlined material of study, were given personal supervision for the second half of the two-period time allowed for this course. The success of this program was so immediate and so apparent that a great demand that it be presented to the entire student body was evidenced by both students and faculty.

In consequence the entire faculty was made thoroughly familiar with the methods and materials used by means of a series of fourteen meetings, each meeting lasting an hour and a half. Following this the idea was presented in each of the home rooms of the school. At the next regular school assembly period all students were invited to attend the "How to Study Club" which was to meet at the end of each regular school day for a period of forty-five minutes. The membership of this group was to be purely voluntary, with the exception that each teacher did suggest that those of his students who were having trouble should

report to the club. Out of the school enrollment of 465, the average attendance at these club sessions was 77.5 per cent.

The reports of benefits received by those who attended these meetings spread through the entire student body, with the result that students who had not been attending began to request that the club activity be repeated. So in the fall of 1934, a regular course was instituted and required of all sophomores and of all new students enrolling in the school.

In order that more individual help could be given, three questionnaires were prepared and were filled out by the students before entering the course. The first questionnaire is called "General Information." On it the student is asked to state whether he has ever been systematically taught how to study, and if so in respect to what subjects; he is also asked to name the subjects failed and the subjects with which he has had difficulty.

The second questionnaire is entitled "Subject Information." This questionnaire is given to those students who signified in the first questionnaire that they had failed or had had difficulty with a given subject. The purpose of this questionnaire was to draw from the students the reasons they think they had difficulty or failed.

The third questionnaire is entitled "Technique of Study." This questionnaire is given to the student who states on the first questionnaire that he employs a fixed method of study. A series of specific questions brings out the presence or absence of any of the more commonly desired techniques of study.

<sup>1</sup> Reported by the State Chairman, J. W. Diefendorf.—THE EDITOR.

VI. IN OKLAHOMA—A GUIDANCE PROGRAM<sup>1</sup>

Improving the guidance program is now a major emphasis in Oklahoma City's junior and senior high schools. With a depleted budget and resultant reduction of staff, it becomes increasingly necessary to develop plans and devices that will get results with a minimum of staff workers, especially of specialists.

To this end the home room has been modified to function as a guidance agency. A guidance folder for each pupil is being developed to accompany him, semester by semester, from the low seventh grade through high school graduation. This is kept in the files of his home room teacher. After graduation it is kept in the office files for adjustment guidance of the graduate. The individual test scores, semester grades, physical record, interest and activity record and observations, employment, teacher judgments and estimates, etc., accumulate to help each staff member concerned to guide the individual more wisely and safely.

"Entering Junior High School" and "Entering Senior High School," two printed booklets of 42 and 22 pages respectively, have proved very valuable in orienting pupils, especially as they advance to new levels. Pupils in 6A study the former booklet with their teachers to get a better view of the new school, its opportunities and problems, and thus make the transition more safely and sat-

isfactorily to all concerned. Especially is this booklet used in the 6A rooms where, under junior high school direction, they enroll for the 7B course of the next semester. The most important, difficult, and frequently recurring questions are presented and answered.

The same plan is followed with "Entering Senior High School." Pupils in the 9th grade study this booklet in their home rooms and are ready for pre-enrollment for 10B work as well as for adjustment promptly and smoothly to conditions in the senior high school. Both booklets are given to pupils entering from other cities and, on request, are sent home for examination and study.

In both books, especially in the latter, needed explanation of school activities, school rules, regulations, and traditions, marking system, library and cafeteria plans, and similar phases are presented. The work of each department is given separately, with necessary information about each course. Then each of the six senior school curricula is presented in detail. These portions are also printed separately for the pupil to have and keep at each successive enrollment. Having these details of procedure and planning in the hands of all staff members and pupils and interested homes, makes for clearer, more definite, and altogether more satisfactory work of the pupil.

VII. IN NORTH DAKOTA—A HOME ROOM PLAN<sup>2</sup>

Recognizing that high school pupils are deserving of more individual attention than they customarily receive we of Fargo High School have developed a home room plan which serves as a means of both individual and group guidance.

When pupils enter the Sophomore class they are segregated into pupil groups averaging about thirty-five in number and assigned to a home room adviser. The boys are assigned to a man on the faculty and the girls to a woman. The members of the faculty not acting as advisers are formed into a home room faculty committee who meet and discuss home room outlines and problems once

<sup>1</sup> Reported by J. A. Holley, Director of Instruction.—THE EDITOR.

<sup>2</sup> Reported by B. C. B. Tighe, Principal.—THE EDITOR.



each week at the same time that the home room pupils are meeting. Except for the two closing weeks in each semester, group meetings are held weekly throughout the year for a full class period. The periods rotate, however, so that a home room meeting occurring on the first class period one week will occur the second period the second week and continue progressively until all class periods have been used. Home room meetings when held displace the regular classes for the periods involved. In addition to the regularly scheduled home room meetings, the pupils meet in home room groups at various times during the year to consider matters of particular importance, such for instance as the making of plans for the distribution of Thanksgiving baskets to the needy.

Each home room is organized with a chairman and a secretary for a semester. Meetings however are directed by different chairmen, each chairman is responsible for the success of his program.

For the most part, the pupils are in control of the home room meetings. They are left to exercise their own initiative in carrying out the programs as outlined by the home room faculty committee. This committee provides mimeographed outlines at least one week in advance for the use of each group. Once each semester, the pupils are left to their own initiative to outline and present a program. Much variety, some inventiveness, and not a little originality are shown on these occasions but the results are not always satisfactory. In a few groups a lack of seriousness detracts from the value of such programs.

The faculty committee has now provided a graduated set of program outlines for all of the six classes in the Senior high school except where the program provides for a joint meeting of all groups in the auditorium, as in the case of a music appreciation program which is pro-

vided for all classes except the 10B's and 12B's who are each semester, given intelligence tests at the same time the other groups have the music appreciation program.

A wide variety of subjects are offered as the bases of program discussions involving quite generally, problems affecting the general welfare of the school. These programs presented by the pupils on subjects which have been in part suggested by them assist in developing institutional solidarity and in fortifying student morale. Subjects are chosen not for instructional or informational value primarily but rather because of the effect which it is hoped they will have upon the behavior pattern of the school as a whole.

After a member of the faculty has served on the committee one semester, he is usually again given a 10B group to direct and will continue with this group until as 12A's they are graduated. This plan permits the adviser of the group ample time to learn something of the background of each of his advisees. This information which is cumulative over a three-year period provides a body of facts which are of use to the advisers in their several advisory capacities.

Each adviser not only supervises the group in its functional activities but also directs and counsels with each advisee on frequent occasions. It is his responsibility to become informed regarding the *home conditions, health, scholastic progress, citizenship, and social adjustments* of his charges. *Disciplinary problems* arising among pupils in the group are referred to the adviser who counsels with the offender and suggests proper remedial measures for him to follow. Should disciplinary cases become involved, the advisers refer them to the deans, who cooperate with the advisers in handling the complicated cases. In all instances, the adviser keeps his profes-

sional contacts with his advisees, both as friend and counselor. This system of home room group meetings and daily individual guidance when necessary provides a vicarious form of education which is an essential part of a modern school program.

Charts showing the subjects covered in home room meetings are appended herewith. These are changed from year

to year more adequately to meet changing needs and conditions. Although faculty outlines are provided for discussion purposes, there is left ample provision for pupil initiative and originality in the development of the topics treated. The value of the outlines lies mainly in holding discussion to a proper educational level and in preventing waste of time.

#### VIII. IN SOUTH DAKOTA—A POINT SYSTEM<sup>1</sup>

The plan reported here is one instituted in the Washington High School of Sioux Falls, South Dakota.

In the organization of student activities, a student council working with the faculty adviser, Mr. Harold Anderson, made a survey of the activities of the school, and with the help of this information prepared a system of points designed to limit, to simulate, and to guide the participation of students in the activities of the school. There are five general fields of such activities listed as follows: athletics, school service, artistic, clubs, literary, and language. In each field points are assigned on the basis of the degree of participation, five as the maximum, one as a minimum. To limit participation, no student may carry more than twelve such points in any one semester. To stimulate participation, seniors obtaining the highest number of such points become eligible for the student activities certificate award. To avoid over-concentration in any one field, a student, to be eligible for this

award, must have accumulated points in at least three fields.

To administer the point system, the principal created the office of Director of Activities, and installed a well-organized system by which responsibilities for various parts of the administration of the system are distributed. Data concerning any one pupil's participation is immediately available for guidance uses, and although the system has been in effect only a short time, great increase in the extent of participation in the student activities as well as in the orderly regulation of them is already noticeable. It is too early to draw conclusions as to the effect in the field of guidance, but it is hoped that in the future at least one worth while activity will be provided for every student in the school, an activity sponsored by the school and making a real contribution to the life of that student. Furthermore, it is hoped that through a counseling program, every student can be encouraged to take part in such activities extensively.

#### IX. IN VARIOUS OTHER STATES—VARIOUS PRACTICES<sup>2</sup>

The "best practices" that I can report fall into three classes. The first is composed of those which affect curriculum changes. The second deals with in-

structional methods that are designed to make learning experiences more significant to the pupils. The third has to do with practices designed to improve relations with the supporting public. For convenience I shall classify these as (1) Curriculum, (2) Instruction, (3) Public Relations.

<sup>1</sup> This report was made by R. W. Kraushaar, Chairman of the State's North Central Association Committee.—THE EDITOR.

<sup>2</sup> Reported upon by G. H. V. Melone, of the John Burroughs School, St. Louis.—THE EDITOR.

## CURRICULUM PRACTICES

The first report comes from Arthur T. Chapin, Principal of the Northeast High School, Kansas City, Missouri. Mr. Chapin reports an experiment, now in its fifth year, which is being conducted in his high school. The experiment consists of a three year program following immediately the sophomore year of the high school. The first year of the program is a special preparatory course to the college work that follows. The last two years are regular junior college work. This means that one completes in five years the high school and junior college course. Two classes have been graduated. Those students who have been recommended (having attained a medium grade) have been accepted in the junior classes of the colleges which these graduates are attending. Mr. Chapin reports that from the observations that he and his associates have made, the practice is a success, and he predicts a more universal adoption of the plan.

The second report comes from Mr. E. E. Morley, of the Cleveland Heights, Ohio, High School. It has to do with a method of making curriculum changes. The usual method of making a revision of the curriculum consists in appointing subject matter committees. Frequently it is the experience of these committees that disagreements arise regarding the inclusion or exclusion of certain materials. The result is usually a compromise, which frequently dilutes the product so that it has little significance. Last year the Cleveland Heights school planned a new program in the field of Economics by selecting one teacher who was especially capable in his field and having him prepare an effective course of study which was used in one experimental section. The second term two more sections were added, and now there are four sections using the experimental ma-

terial. Changes have been made by the instructor as the program has developed, and he is now practically ready to summarize and have prepared his final draft of the course of study. Mr. Morley reports that this procedure has resulted in a much more significant and valuable course of study than the compromise plan of a committee could produce.

The third report comes from Western Reserve Academy, Hudson, Ohio, where Dr. Joel B. Hayden is Headmaster. In this school the music course is offered as a major and full credit is given. Along with three other majors, it is considered a full course in high school. The course includes choral training classes, orchestra, glee club, piano, violin, orchestral instruments, organ, history, theory and understanding of music. This program is supplemented by attendance at concerts. Three full time teachers are assisted by experts from the Cleveland Symphony Orchestra. Several colleges and universities, including Yale, Princeton and Williams, are accepting this course for full credit without examination.

## INSTRUCTIONAL PRACTICES

Under the heading of instructional practices it is interesting to note that most of the reported practices have to do with procedures in reading or use of library. One report comes from Principal H. H. Helble of the Appleton, Wisconsin, High School. He tells of an experiment being carried on in the English Department of his school. It consists of a very decided shift from the assignment of classics, the chronological study of English and American literature, and the traditional recitation procedure, to a plan which permits very much more freedom of choice on the part of the pupils. The intention is to guide the pupil rather than dictate his reading program. Mr. Helble believes that outside the school boys and girls must both choose and find the books



they read so that the best opportunity that teachers have lies in helping their pupils to do that while they are still in school. The real test in the experiment, he says, is what happens after school.

The second report comes from The Senior High School at Topeka Kansas, where Mr. W. N. Van Slyck is Principal. This report is comprehensive; listing a number of practices that are worth consideration. Among these are, (1) a faculty advisory system in which a pupil remains three years with one teacher, (2) the use of pupils of high scholastic ability as tutors for the assistance of pupils, who, for various reasons, are behind in their work, (3) a proctor system which makes use of 200 pupils per day to assist in the building and traffic management, thereby arousing a feeling of responsibility upon the part of a large number of pupils. Other practices include, (1) radio broadcasts each week, (2) an art gallery with new exhibits every three or four weeks, open to the public on week-days and Sunday afternoons, (3) a large night school where it is possible to earn high school credit, and (4) a school charter which provides a city government similar to the plan of government and elections employed in the city of Topeka. One specific plan in this system deserves particular mention. This has to do with the use of the library. The attempt is made to make the school program center in the library. The library is kept alive with the addition of new contributions in different fields of interest, in which each department of the school, both academic and non-academic, is represented. The atmosphere of the library is one of service. In addition to the regular library functions, browsing rooms are provided where pupils may seek types of literature that best meet their own interests. Further use of the library is stimulated by the extensive instruction that is given in the use of

the library facilities. This instruction is conducted in training classes, supplemented by training in the various departments and classrooms of the school. The result is an increased freedom of reading for all students, and particularly those of the senior year.

A third practice is reported by H. L. Taylor, Superintendent of the Mesa Union, Arizona, High School. In this school all allotment of the English time has been devoted definitely to a reading program. The field of reading has been divided into two groups, Cultural Reading including the common classics, and Leisure Reading, including popular literature. Two days each week are used for free reading and the discussion of five volumes selected by the class and read outside the class. During one semester the remaining three days of the week are devoted to the improvement of reading habits, and during the second semester the same three days are devoted to oral English. In the second year the reading periods continue and the three remaining days are given over to a continuation of the work in speech and to work in composition.

The final report in this group of practices comes from the Cleveland Heights School. By order of the Board of Education the administration of this school was directed to prepare a pupil's program in consecutive order so the pupil could arrive at the building in time for his first class and leave as soon as his last class was over. The order was based upon a desire to economize through eliminating teacher time in the study hall. For the small proportion of cases where it was impossible to arrange a program of consecutive periods it was provided that the auditorium should be available without a definite requirement that the time be used for study. Upper class students were placed in charge of the discipline of each period. A second

plan was arranged in the form of a student governed study hall to which any student might be admitted and might continue his membership as long as he cooperated with the student monitors in charge. A third alternative was the library. This plan has been in operation for two years and the principal reports that in spite of the uncertainties with which the plan was inaugurated the graduating class has made superior achievement in college and that many pupils report that the experience has taught them self-reliance and self-control. It did positively indicate that \$8,000 of tax money had been saved to the community.

#### PRACTICES RESPECTING PUBLIC RELATIONS

The final two reports have to do with the relation of the school to the community. One report deals with the experience of the high school in Canal Winchester, Ohio, where A. B. Weiser is Superintendent. A recent vote on a tax levy was lost, by a large majority. The Board of Education felt that this result was due to a lack of interest of many of the people in the work of the schools. The attempt was made to arouse this interest. Each teacher was asked to prepare a statement concerning her work, and indicate how her teaching was related to the problems of the local community, such as, for example, the work of the agricultural teacher with the farmer, and the gymnasium teacher in the recreation program. It is planned to prepare complete reports of the school's activities in bulletin form which will be distributed to members of the community. The report indicates that the initial

steps that have been made have already resulted in an aroused favorable attitude towards the schools.

The final report comes from Virgil L. Flynn, Principal of the Charleston, West Virginia, High School. This school realized that the problem of public relations was particularly pressing at this time and consequently instituted a program designed to create right relationships between school and community. The first step was to consider the problem in a series of faculty meetings. It was decided that the program should have two phases; first, that dealing with publicity or interpretation, and second, that involved in handling the individual parent. The media used for attaining desirable publicity were the local newspapers; the school newspaper; a mimeographed letter addressed to parents of incoming pupils, a manual of administration for teachers and students; publications of various departments; guidance units devoted to the problem of choosing a curriculum; visiting days; school exhibits; and study groups. In working with individual parents the Home Room parent plan was used with great success. At one time over 600 parents attended the meeting and the goal has been set for the ensuing meetings of one thousand fathers and mothers.

These reports, brief as they are, indicate, I think, the merit that lay in Dr. Judd's suggestion a year ago, that schools share their experiences through the means of data on "best practices."

It would be a desirable "best practice" for the Association to continue these investigations.

*Curriculum  
High School*

✓ FORTY-SIX YEARS OF CURRICULUM CHANGES IN  
LYONS TOWNSHIP HIGH SCHOOL<sup>1</sup> ✓

W. G. WILLETT  
La Grange, Illinois

THE Lyons Township High School, La Grange, Illinois, was opened in 1888.

The following program of studies was published in 1891 but it appears that it had been in operation, with possibly slight changes, for the three years previous. Three curricula were also outlined at the time: the General Curriculum; the College Preparatory Curriculum; and the Modern Language Curriculum. The beginnings of a fourth curriculum are also to be found in the form of a course in Manual Training offered in the first two years of the school and comprising seven class periods of work per week.

The outline of the General Curriculum for 1891 is as follows:

FIRST YEAR		Number of Lessons	
		1st sem.	2nd sem.
Latin—Grammar and Reader ..	80	80	
Algebra .....	80	80	
Zoology .....	80		
Physiology .....		40	
Botany .....		40	
History and English .....	80	80	
SECOND YEAR			
Latin—Caesar .....	80	80	
Geometry .....	80	80	
Botany .....	40		
Chemistry .....	40	80	
History and English .....	80	80	
THIRD YEAR			
Latin—Cicero and Latin Prose .	80	80	
Physics .....	80	80	
Civics .....	80		
Political Economy .....		80	
History and English .....	80	80	

FOURTH YEAR

Latin—Vergil .....	80	80
Modern History .....	80	
Astronomy .....	80	
English Classics .....	80	
Psychology .....		80
Algebra (Review) .....		80
Geometry (Review) .....		80
"Compositions and declamations throughout the course"		

The only modifications in this curriculum made for pupils in the College Preparatory Curriculum was the substitution of Greek for Science in the last three years; those made for pupils in the Modern Language Curriculum was the substitution of German for Latin throughout the Course. The following constitute the offerings (and requirements) in Greek and German respectively:

GREEK

Second Year	
Grammar and Reader	
Third Year	
Anabasis and Greek Prose	
Fourth Year	
Illiad	

GERMAN

First Year	
Grammar and Reader	
Second Year	
a. Easy German Prose	
b. Freitag's Journalisten	
c. Shiller's Wilhelm Tell	
Third Year	
a. Shiller's Wallenstein	
b. Lessing's Minna von Barnhelm.	
c. Lessing's Nathan der Weise	
d. Conversation and Composition	
Fourth Year	
a. Freitag's Soll und Haben	
b. German Literature	

<sup>1</sup> A paper read before the Commission on Unit Courses and Curricula, April 11, 1935.—THE EDITOR.



True, some deviations from these fixed outlines were permitted from the outset, since one reads in the official minutes of the board for that time the following: . . . "the principal shall have power under the supervision of the Board to suspend any part of this course as to any pupil or class, and to allow said pupil or class to elect their own studies, provided such election shall not be to the detriment of the work of the regular classes."

That this power was immediately exercised by the principal is made evident from the records which show the subjects for which pupils received credit. The first year 39 pupils were enrolled in the school. Of these six or seven received special instruction and others elected across curricula or courses.

Manual training and German were introduced and taught in 1890.

Certain verbatim extracts from the minutes and certain other facts gathered therefrom are of interest here. Thus

In 1890, Principal Henry W. Thurston declared that,

The effort we have made with your approval to teach History and Literature together as one subject at one time has added greatly to the interest of our pupils in these two subjects, and will, I believe, add greatly to the permanent value of our course of study.

In 1891, "It was ordered that Messrs. . . . and . . . be appointed a committee to make arrangements for the introduction of physical culture into the school, being given power to act." A teacher began the work on February 16, 1891. In the same year, it is interesting to learn that "On motion of Mr. . . . the Roman pronunciation of Latin was substituted for the English method to begin with the next school year." In the fall of the same year it was agreed to employ teachers of music and penmanship. This was only the beginning of the battle to put music in the curriculum. From this time

up until about 1925, artificial stimulation was continuously used in an endeavor to keep music in the school. The only other subject that in any way received such extensive stimulation was Art which became definitely established in 1923.

In 1898, "It was moved and carried that the Principal be allowed to continue the study of Economics and omit Psychology with the present fourth year class."

In 1900, "It was moved and carried that the pupils in the Township Grammar Schools who have satisfactorily completed the work of the seventh grade be admitted to the High School." This action was the result of a current movement in dealing with 8th grades and of an attempt to fill up some of the vacant seats in a new building. The 8th grade remained as a part of the high school until 1914 when it was removed because of complaints from some of the elementary schools of the Township.

In 1901, apparatus was purchased for "the gymnasium." Two years later we find the Board employing a teacher of Elocution and physical culture. In the same year one-fifth credit per year was granted for music. In 1905, a tract of land for an athletic field was purchased. In 1911, it is recorded that "On motion of Mr. . . ., voted that it is the sentiment of the Board, that open Basket-Ball games for girls are not desirable." In 1914, the minutes say, "Following a discussion of the needs of physical education among the boys of the high school, it was voted to hire a physical director for the coming school year."

In January, 1917, a proposal to introduce military training was made. In February, it was decided to find out how parents of boys felt about the matter. It developed that sufficient boys wished to take military training, so it was voted to introduce the work. Considerable dif-

faculties arose because the government was needing its trained officers. However coaches seem to have had some training and military drill was the order for two or three years when it just gradually disappeared.

On April 8, 1918, it was "moved that German be dropped from the course of study and that Spanish be added." The motion was carried unanimously.

In the autumn of 1920, the Board was faced by the proposal to establish a continuation school. The Principal made extensive investigations and recommended the establishment but for some reason, probably the lack of local interest, the continuation school was never opened.

In 1921, considerable stir arose over the passing of a resolution to the effect that Manual Training should be discontinued. The matter was up for discussion two or three months and then the Board reconsidered and Manual Training was retained.

Changes which have occurred since 1923, have largely been in the direction of recent discussions on curricula, coupled with the fact that the institution serves almost all youth of adolescent years. Music and Art have been put on regular credit basis. Commercial work has been virtually discontinued below the junior year. The curriculum is organized about a few required subjects with wide election possibilities under faculty direction. The introduction of the 13th and 14th years of work has led to considerable readjustment in the lower years. Likewise summer sessions and night schools have made adaptations possible. The present course of study is largely determined by the entrance requirements of higher institutions because from 65 per cent to 85 per cent of all entering students are college preparatory. Curricula accordingly become individual as determined by the particular institution

which the students expect to attend.

In summary, the following table of chronological changes may be made:

- 1892 Greek was cut to two years. German was cut to three years. Astronomy was dropped and Civics was carried through the junior year.
- 1893 Psychology disappeared.
- 1894 Names of Curricula were changed to "Classical," "Philosophical" and "English Scientific." The hours devoted to subjects varied from the earlier assignment. Ancient History was required of freshmen. Third Year mathematics was introduced. Manual Training was apparently dropped.
- 1895 Physiography was introduced as a short course in the junior year.
- 1896 Physiography was transferred to freshman year. Biology was shifted to the junior year. French was introduced. (Greek, German and French each offered for two years.) Trigonometry was offered but no class was organized for several years.
- 1898 Physiology and Physical Geography were required of freshmen. Some form of Business Training and Manual Training was introduced. (There had been some special bookkeeping given to special students in 1884-1885)
- 1899 A widely elective system was introduced. Commercial Geography appears.
- 1900 The eighth grade was placed in the high school.
- 1902 Elocution and Composition were placed in the junior year. Last year in which Greek was taught.
- 1905 Foundry and metal work introduced. Singing was offered one day each week. Commercial Arithmetic appears.
- 1906 Clay modeling and pottery class was organized.
- 1907 Physical Training for Girls was provided. A third year of German was taught.
- 1908 Trigonometry and College Algebra were taught. English was required in 1st, 2d, and 4th years and Physiology and Physiography in the first. All other subjects were elective. A commercial curriculum in the first year contained Commercial Arithmetic, Commercial Law, and Business Practice. Corporation and Voucher Accounting were offered in the upper classes. "Pottery, design and mechanical

- drawing, for girls."Moulding and Forging were taught. Greek was dropped from the printed course.
- 1909 One year of English History was offered. American History and Civics were united into a year's course. English III was changed from Public Speaking to Grammar and American Literature. German was placed in the freshman year preliminary to four years of German. Botany and Zoology became year subjects.
- 1910 Emphasis was placed on theme work in English.
- 1912 French was begun in Freshman year. A third year of Manual Training was offered. Four years of Physical Training were introduced.
- 1913 Pottery disappeared. A genuine commercial curriculum was introduced—Commercial Arithmetic (1 year), Bookkeeping (2 years), Accounting (1 year), Shorthand (2 years), Typewriting (2 years), Commercial Geography ( $\frac{1}{2}$  year), Commercial Law ( $\frac{1}{2}$  year). German and French were offered for four years.
- 1914 Domestic Science and Domestic Art were introduced. The 8th grade was dropped from the high school. An athletic director was employed. Music was required of freshmen 1 period weekly. General Science was introduced. The following two year Commercial Course was offered:
- First Year*
- English  
Bookkeeping  
Commercial Arithmetic  
Shorthand  
Typewriting
- Second Year*
- English  
Bookkeeping  
Commercial Geography and Law  
Shorthand  
Typewriting
- 1915 Business Correspondence was offered in a separate class.
- 1916 Credit was given for music taken out of school. Business English was taught in the junior year.
- 1917 Military Training was instituted. Agriculture was taught to Sophomores. Grammar was dropped in English III and American Literature became a year subject with one day a week given to Public Speaking.
- 1918 German was summarily dropped and Spanish introduced.
- 1921 Business English was installed in the two year Commercial Course.
- 1922 Art was introduced as a minor subject.
- 1923 Manual Training was separated from Mechanical Drawing and Cooking from Sewing. Art became a regular course.
- 1924 Civics was introduced as a required subject in the freshman year displacing one semester of General Science. Spanish and French were removed from the freshman year. American History was made compulsory in the senior year. Grammar was again introduced for a semester of junior English.
- 1925 Orchestra, Band, Glee Clubs and Stringed Instrument classes were elected with credit. Credit for outside music was discontinued. Mechanical Drawing was withdrawn from the freshman elective list. The two year Commercial Course was dropped. Commercial Arithmetic was made a semester subject.
- 1926 Stenography was placed in junior and senior years only. Physical Training was made compulsory for all students.
- 1927 Journalism and Office Practice were introduced.
- 1929 The Junior College was established. Trigonometry and College Algebra were dropped from high school. German was reintroduced as a two year subject. Sociology was first taught. Pipe organ lessons were given.
- 1930 General Science was displaced by Human Geography. Creative English, Contemporary Literature and Public Speaking were made elective in the junior year. French was limited to two years. Physiology was introduced in connection with physical training for freshmen and sophomores. Music for freshmen was discontinued.
- 1933 Business Practice was made elective for freshmen. Harmony was taught. Advanced Civics as a course following Commercial Law was introduced.

How the program of studies has expanded in this one high school during a period of forty-six years may perhaps be realized by contrasting the offerings of 1888 (see page 437) with the offerings of today.



THE COURSE OF STUDY FOR 1934-1935

<i>First Year</i>	<i>Second Year</i>	<i>Third Year</i>	<i>Fourth Year</i>
English	English II	Grammar	English Literature
Algebra	Pl. Geometry	American Literature	Public Speaking
Geography and Civics	Caesar	Creative English	American History
Latin	Spanish	Contemporary English	Physics
Ancient History	French	Journalism	Vergil
Manual Training	German	Public Speaking	French
Sewing	Botany	Cicero	German
Art	Zoology	French	Spanish
Orchestra	Ancient History	Spanish	Commercial Law
Violin	Bookkeeping	German	Shorthand
Com. Arithmetic	Manual Training	Advanced Algebra	Typewriting
Art Appreciation	Mech. Drawing	Solid Geometry	Office Practice
Business Practice	Sewing	Modern History	Art
	Art	Chemistry	Orchestra
	Orchestra	Economics	Mechanical Drawing
	Com. Arithmetic	Sociology	Advanced Civics
	Violin	Accounting	
	Band	Shorthand	
		Typewriting	
		Manual Training	
		Mechanical Drawing	
		Art	
		Orchestra	

Curriculum High School

TRENDS OF CURRICULUM CHANGES, 1934-1935<sup>1</sup>

A. L. SPOHN  
Hammond, Indiana

ON January 1, 1935 the Committee on the Status of Curriculum Revision, among the high schools of the North Central Association mailed a questionnaire comprising eight specific questions to 394 of the larger member schools.

Replies were received from 271 schools, representing all of the twenty states in the Association. Illinois led with 40 replies and Ohio was second with 29. More than half the replies came from the six states nearest Chicago. However, six or more replies were received from each of the twenty states except New Mexico. Thus the material collected may be considered fairly representative of the territory included in the North Central Association.

Of the 271 schools replying, 149 are attempting some definite revision of courses this year, and 122 are not. Several of the 122, however, contributed some information of value. State-wide revision programs are under way in West Virginia, Arkansas and Arizona. In several other states, including North Dakota, Minnesota, Michigan, and Indiana, much assistance has been given by recent state-wide programs or by state departments and committees. In the vicinity of Junction City, Kansas, thirteen cities are cooperating in a revision program under the direction of Dr. Lull of the Kansas State Teachers' College as professional consultant.

The fields or subjects in which revision is being attempted were reported as follows: English in 72 schools; social

science, 71; mathematics, 25; commercial, 23; science, 21; foreign language, 8, home economics, 6; music, 4; art, 4; and in all subjects 6.

It was rather surprising to find that during a depression year 57 new courses have been added to our high school curriculums. Sociology heads the list, having been added in eleven schools. Then follows business training in 10 schools; world history, in 3; economic citizenship, economic geography, advanced composition, dramatics, general mathematics, and home economics in 2. Each of the following courses was added in one school: consumers' economics, poetry, shop mathematics, senior mathematics, trigonometry, commercial law, secretarial training, bookkeeping, salesmanship, Italian, French, Spanish, Latin, German, biology, advanced chemistry, health, horticulture, manual arts, technical curriculum for girls, electricity for girls, mechano-electrical course, vocational, pre-vocational, carpentry, home economics for boys, international law, international relationships, journalism, psychology, guidance program, chorus, public speaking, art, show-card writing, stage-craft, behavior, personality appraisal, how to study, debating, remedial reading, and contemporary literature.

Very few courses were dropped—French in two instances, Spanish, physiology, psychology, public speaking, commercial arithmetic, ancient and modern history, normal training and geometry from required list. Courses reinstated were manual arts, pattern making, home economics, penmanship, music, art, and German.

<sup>1</sup> A paper read before the Commission on Unit Courses and and Curricula, April 11, 1935.—THE EDITOR.

The revision of English courses shows a distinct trend toward more literature and reading and less written composition; more emphasis on good usage; more practical and modern material and less of the classics. The addition of sociology is the outstanding change in the social science department. Courses in civics are being revised to train pupils more adequately for the every-day responsibilities of citizenship. Formal courses in history are being replaced by general or world history, and practical courses in economics, occupations and economic geography. Courses are being added in government and the study of the constitution. A new Indiana law requires by 1938 a full year's course in the study of the national and Indiana state constitutions.

Junior business training is second only to sociology among the new subjects added this year. The trend in commercial work toward the general and the practical is indicated by such subjects as secretarial training, salesmanship, personal typing and commercial law. Mathematics shows a trend away from the required courses in geometry and algebra and the introduction of such courses as general mathematics, shop mathematics, applied mathematics, and personalized arithmetic. The outstanding change in language work is the addition or reinstatement of German. No marked changes are apparent in other fields. On the whole, there seems to be an increasing emphasis on the intrinsic and immediate value of our own high school courses, rather than on preparation for advanced work. One principal reports a community survey to find the needs of those who have dropped out of school. Another states that teachers required pupil mastery of too much material, and that his school is working out definite minimum essentials.

Answers to question 6 (What changes

do you contemplate making in the near future?) indicate that the changes contemplated were much the same as those now being made. Social science leads in this instance in 21 schools; English, in 8; mathematics, in 6; industrial arts, in 6; language, in 5; entire curriculum, in 5; fine arts in 4; and science, in 3.

However, there seems to be a strong tendency in many schools to be satisfied in these times with the status quo. Keeping school going at all in many cases seems to be problem enough.

On the other hand, several schools indicated that curriculum revision with them is a continuous process. Live courses of study must be continually growing and changing to meet changing needs and to keep abreast of educational progress.

The response to question 7 indicated a rather wide-spread interest in the teaching of attitudes and ideals. Some definite work in this field is being attempted in 78 schools, and several others expressed a desire for practical suggestions on how this can be done. Thirty schools said they were accomplishing most in the teaching of attitudes and ideals through the home room organization; 12, through social science courses; 9, through courses in guidance; 6, through student councils, or other forms of student government; 5, through assembly programs; 4, through English courses; 3, through appreciation courses in music and art; and 2, through group meetings, handbooks and activity programs. Other methods used are old fashioned daily chapel, a class in behavior, special meetings, talks, self-rating charts, honor club, conferences, a school code, discussion groups, teaching of safety, attitude tests, weekly life-advisement period, and student contests and elections.

An interesting plan for securing pupil attention to the matter of character



traits is being followed in the Burlington High School at Burlington, Iowa. After attention has been focused for a time on a certain trait, each home-room group selects by ballot the one who, in his personality and character, best exemplifies that trait. The high school at Elyria, Ohio, has what appears to be an excellent plan for the study of attitudes and ideals through oral work in English.

New courses suggested or asked for by the public were 25 in number and covered rather a wide range of subjects. German heads the list, having been asked for in seven different schools. The requests came from three groups; Lutheran ministers, German people, and a college group.

Some of the other subjects requested were as follows: Italian, Consumers Education, Adult Evening Business Training, Economics, Business Law, Appreciation of Motion Pictures, Sex hygiene, Cosmetology, Auto driving, Effects of Alcohol, The Constitution.

The large majority of these courses which have been requested are essentially educational and cultural and evidently are not the outgrowth of propaganda or selfish interest.

Though many curriculum changes are being made in our North Central schools, it is clearly evident that these changes, for the most part, are being made very conservatively. There are few attempts at what might be termed radical reor-

ganization. The usual courses and subject divisions are followed in practically all schools.

One of the ten issues as set forth in the seventh year book of the Department of Superintendence and included in the report of the Committee on Secondary Education appointed by the National Principals' Association is whether the secondary school shall use fundamental categories or areas of interest, such as leisure, health, citizenship, and preparation for college instead of the conventional school subjects. In all the replies received, only one reference was made to this issue. That was in the following statement: "The big problem with us is, 'Shall the revision be on the basis of subject-matter, revision of present materials so as to secure greater correlation, or a complete reorganization on the basis of areas of interest.' I believe we favor the intermediate procedure."

Clearly the trend in curriculum revision is toward conservative and practical experimentation. The need for changes and improvements is very generally recognized, but the practical administrator knows that these changes can be made permanent and effective only after careful study and experimentation, after adequate preparation on the part of teachers and community, and after due allowance has been made for local conditions and needs.

*Experimental Education*  
*North central association of colleges and secondary schools*

✓ VALUE OF PAST EDUCATIONAL EXPERIMENTS<sup>1</sup> ✓

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THE Constitution of the North Central Association which was adopted in March, 1928, made provision to grant permission to both secondary and higher institutions to waive certain standards in order that educational experiments might be carried on. After the Executive Committee has given final approval, a committee of three has usually been appointed to supervise such experiments and to make a report to the annual meeting of the Association, giving salient facts in regard to the experiment. Before the adoption of the new constitution experiments had been authorized, but since its adoption institutions that are members of the North Central Association have been stimulated to carry on experimentation.

It was suggested that the writer make a study of the experiments which had been approved by the two commissions of the Association to find out their status. A questionnaire was formulated and sent to eight schools which had initiated techniques in the conduct of some aspect of the administration or curriculum revision that seemed to be significant. The persons responsible for the experiment within the institutions were asked to outline briefly the purpose of the experiment, a description of the set-up, changes and modifications that had been made in the set-up, how the results would be used to modify present practices in the institution itself, and the degree to which such results have been utilized by other institutions. One of these experiments which was investigated was approved be-

fore the adoption of the new constitution of the Association. The other seven have been sanctioned since that time. The length of time, however, during which they have been conducted has been so brief that it is quite impossible to draw justifiable conclusions as to their efficacy.

All these experiments with the exception of one are still in operation. This one was finished two years ago, but the number of cases was so small that it did not seem to be sufficiently significant to justify its further supervision by the Association. The experiments included in this investigation are largely concerned with the area of the last year of high school and the junior college. The institutions were requested to state briefly the purposes of the experiments which have been approved, and the following statement gives a rather clear picture of their objectives:

(1) "To shorten the pre-professional years for those students who plan to enter the professions where further college or specialized training is necessary; to help the bright students live up to their powers and possibilities by helping them work to their limit instead of encouraging them to learn to loaf. It is hoped to encourage the bright ones 'to keep the traces tight' instead of letting them slack along academic lines";

(2) "To remove unnecessary repetition in the thirteenth-year courses; to save time; to enrich the curriculum";

(3) "To provide in twelve years of schooling a better general education for each member of a selected group of college preparatory students than is now

<sup>1</sup> A paper read before the Commission on Secondary Schools, April, 1935.—THE EDITOR.

customarily provided for in fourteen years; to discover from our experience with this selected college preparatory group whether in a maximum of fourteen years of regular schooling an adequate program of non-college preparatory education cannot be completed. The implication here is that for many students a good general education and a good pre-vocational education can be accomplished in ten or eleven years of schooling thus making it possible for many young people at seventeen or eighteen years of age to enter productive enterprises at least on part-time";

(4) "To investigate the desirability of permitting a limited number of exceptional students to enroll as full freshmen in the College after the junior year of high school";

5) "To study the justification for the break or gap now existing between the last year of high school and the first year of the junior college in light of its administrative implications for a four-year junior college";

(6) "To enroll three-year high-school graduates in college and study their achievements in comparison with four-year graduates";

(7) "To include the last two years of high school and the first two years of college, considerations being in two categories: (1) those considerations growing out of the present conditions and trends in the field of secondary education throughout the country; and (2) those considerations growing out of our experience in the design and administration of our new college plan";

(8) "To apply modern educational theory in the organization, administration, and instructional procedures of the secondary school for the purpose of demonstrating the values which may result from such application as compared with the outcomes of the conventional secondary school set-up; to determine specific

answers to problems in educational procedures which can be answered only by experimentation; to serve as a proving ground for modern and progressive theories in education to the end that public schools may have available the results of such experimentation for whatever purposes it may serve to direct them in needed reorganization."

The statement of the purposes indicates there is much dissatisfaction and controversy in this area of our educational set-up. There is apparently a desire to experiment so that duplication in the instructional materials will be avoided and as a result the able students will save time in the period of their formal education. Due to the large number of unemployed college graduates, one might question whether time saving is an important factor. The writer, however, believes that the able and brilliant student who is headed for a professional career ought to be able to accomplish his goal in a shorter period of time than is now required. He is fully conscious of the fact that many persons who have given much thought to the problem are equally convinced that enrichment of a program is more important than the saving of time. Undoubtedly, there is much duplication and lack of integration in many areas of our school system that is worthy of attention, and any administrative techniques that will improve these factors will reflect favorably on other areas as well.

The original set-up of the experiments has received little modification. This may be due to foresight at the beginning or to the fact that experiments have been in operation a comparatively short period of time. The obstacles that were mentioned indicated there were two chief handicaps: first, the number of students involved was too few; and second, financial provisions were inadequate.

In reply to the question, "In what way



do you plan to utilize the results of this experiment to modify practices in your institution?" the replies could be summarized as follows:

1. Abilities of students will be given more weight in advancement from year to year than will be the stereotype of time spent, which is now the usual procedure.

2. A considerable amount of instructional material now incorporated in the junior college program will be transferred to the high school.

3. The results will be utilized in reorganizing the institutions as rapidly as they are permitted to do so by traditionally organized institutions.

Due to the comparative recency of the inception of the experiments, there has been little or no utilization of the results by other institutions. It appears that the institutions conducting these experiments have adopted a scientific attitude toward their problems. They have appreciated that thus far any inferences they have made are only tentative and are subject to modification through further

experimentation, and they have not blazoned to the world the results of half-baked experiments that have no justification and would not be worthy of emulation. It is undoubtedly true that many institutions that hold membership in the Association are carrying on important experiments; that while they may not deviate from the standards of the Association they are, nevertheless, significant. If the Association had an agency for the collection of information about experiments that are in operation, it would be of great value in improving practices in other institutions. In the meantime, the Association should encourage schools to embark upon experiments that present possibilities for modifying procedures and techniques that would be conducive to the better education of the youth in the territory embraced in the North Central Association of Colleges and Secondary Schools.

✓  
A STUDY OF POSTGRADUATES ENROLLED IN NORTH CENTRAL  
ASSOCIATION SCHOOLS OF ILLINOIS AND KANSAS  
DURING 1934-1935<sup>1</sup> ✓

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X  
FOR some years past it has been customary to admit to our secondary schools students who have already completed the regular four years of work required for graduation. In the larger and more thickly settled centers of population this condition has sometimes led to the establishment of junior colleges, so that now more than 500 private and public institutions of this kind are in existence. In certain centers other provisions have been made for these secondary school graduates. In still other instances however, due to lack of housing space or to lack of a sufficiently large teaching staff or to lack of facilities of one kind or another, it has been customary to refuse graduates the privilege of continuing their work in the locality.

The above facts seem to justify a somewhat detailed study of the entire situation. That is the purpose of the present investigation.

A study similar to this one was made in 1934 and was published in the NORTH CENTRAL ASSOCIATION QUARTERLY in April, 1935. The generalizations made from that study were as follows: (1) Practically all of the postgraduate students enrolled were found to be in the first year of postgraduate work; (2) while about one-third had expressed their intention of going on to higher institutions of learning, only about one-seventh of the students had actually completed

college entrance requirements at the time of their graduation from the secondary schools; (3) about one-half of the total number of registrations of postgraduate high school students was found to be in the field of business and commercial subjects; (4) under the subdivisinal aspects of business and commercial work, typewriting was by far the most prominently represented; under mathematics, advanced algebra and trigonometry; under social studies, economics; under science, physics and chemistry; and under foreign languages, French.

The present study deals with the situation in two representative states—Illinois and Kansas—and has for its specific aims, the discovery of the answers to queries which pertain to the enrollment of postgraduates; to the kinds of subject matter offered and pursued; to the adaptations of subject matter to students' needs; to the nature of additional problems arising; to the attitudes of individuals toward postgraduate work; and to the relationships existing between adult education and junior college work and the various forms of work in the secondary schools.

It is always difficult to make satisfactory summaries or generalizations or conclusions when all-sized secondary schools (large, small, and medium-sized) are combined into a single composite list. Therefore in this study the secondary schools are grouped according to the size of their pupil enrollments. The schools in Illinois were grouped into four-sized

<sup>1</sup> A paper read before the Commission on Unit Courses and Curricula, April 11, 1935.—THE EDITOR.

enrollment divisions, in the following order: 250 students and fewer, group I; 251 to 500 pupils, group II; 501 to 1000 pupils, group III; 1001 and over pupils, group IV. In case of Kansas three groups only were used since in that state the schools with enrollments of over 1000 pupils are few.

The tables giving the detailed figures for the schools in each of these groups

ciation secondary schools are included in Illinois and sixty in Kansas.

The numbers of postgraduates for the year 1933-1934 are also included in these tables for the sake of more complete comparisons.

Tables II and IV give the medians of the several sets of data, classified as in Tables I and III by the two states and by the sizes of schools.

TABLE I

TOTAL NUMBER OF TEACHERS, REGULAR STUDENTS, GRADUATES, AND POSTGRADUATES ENROLLED IN 160 N.C.A. ACCREDITED SECONDARY SCHOOLS IN ILLINOIS FOR 1934-35

Enrollment Group	Number of Teachers	Number of Regular Students	Number of Graduates		Number of Postgraduates	
			1933-34	1934-35	1933-34	1934-35
I. Below 251	551	8,812	1,781	1,696	226	288
II. 251-500	781	18,197	3,629	3,342	416	474
III. 501-1000	441	12,568	2,112	1,944	280	267
IV. Over 1000	2,925	89,104	13,126	13,075	1,990	1,839
Grand Total ..	4,698	128,681	20,648	20,057	2,912	2,868

TABLE II

MEDIAN NUMBER OF TEACHERS, OF REGULAR FOUR-YEAR STUDENTS ENROLLED, OF GRADUATES, AND OF POSTGRADUATES ENROLLED, IN 160 N.C.A. ACCREDITED SECONDARY SCHOOLS IN ILLINOIS FOR 1934-35

Enrollment Group	Median Number of Teachers	Median Number of Regular Students	Median Number of Graduates		Median Enrollment of Postgraduates	
			1933-34	1934-35	1933-34	1934-35
I. Below 251	9	157	32	31	4	3
II. 251-500	16	374	735	64	7	8
III. 501-1000	25	733	135	124	20	13
IV. Over 1000	62	2,035	352	280.5	28	25

are omitted here. General facts and trends are therefore alone included in the following paragraphs.

In Tables I and III (for Illinois and Kansas respectively) are shown the number of teachers employed, the number of regular students enrolled, the number of graduates, and the number of postgraduates in the secondary schools belonging to the different-sized groups. One hundred sixty North Central Asso-

From Table I it will be observed that the total number of postgraduates in the 160 North Central Association secondary schools of Illinois for the year 1933-34 was 2912 and for the year 1934-35 it was 2868. That is, the total enrollment of such students was smaller during the later period than it was in the former. On the other hand, in the two smaller-sized groups (I and II) the postgraduate enrollment in 1934-35 was



greater than in the year 1933-34. In Kansas the total number of postgraduates in 1933-34 was 475; in 1934-35, 442.

By combining the data of Tables I and II it will further be seen that, in Group I in Illinois the total enrollment of postgraduates for 1933-34 is 226, and for 1934-35, 288, the medians being respectively 4 and 3. In Group II the total enrollments for 1933-34 and

employed in the secondary schools to the number of postgraduates in 1934-35 is 1.6; the ratio of teachers to regular students enrolled in secondary schools for 1934-35 is 44; the ratio of the number of graduates from the secondary schools for 1934-35 to the postgraduate enrollment in 1934-35 is 7. A comparison of the same data may be made by observing the corresponding tables for Kansas.

TABLE III  
TOTAL NUMBER OF TEACHERS, OF REGULAR FOUR-YEAR STUDENTS ENROLLED, OF GRADUATES, AND OF POSTGRADUATES ENROLLED IN 60 N.C.A. ACCREDITED SECONDARY SCHOOLS IN KANSAS FOR 1934-35

Enrollment Group	Number of Teachers	Number of Regular Students	Number of Graduates		Number of Postgraduates	
			1933-34	1934-35	1933-34	1934-35
I. Below 251	348	6,501	1,383	1,399	239	220
II. 251-500	124	3,033	519	542	54	49
III. Over 500	337	9,910	1,779	1,809	182	173
Grand Total ..	809	19,444	3,681	3,750	475	442

TABLE IV  
MEDIAN NUMBER OF TEACHERS, OF REGULAR FOUR-YEAR STUDENTS ENROLLED, OF GRADUATES, AND OF POSTGRADUATES ENROLLED IN 60 N.C.A. ACCREDITED SECONDARY SCHOOLS IN KANSAS FOR 1934-35

Enrollment Group	Median Number of Teachers	Median Number of Regular Students	Median Number of Graduates		Median Enrollment of Postgraduates	
			1933-34	1934-35	1933-34	1934-35
I. Below 251	9	162	31	32	6	5
II. 251-500	13	341	62.5	63.5	6	3
III. Over 500	26	753.5	130.5	133.5	18	15

1934-35 are respectively 416 and 474; the medians being 7 and 8. In Group III the total enrollments for 1933-34 and 1934-35 are 280 and 267, the medians being 20 and 13 respectively. In Group IV the total enrollments of postgraduates for 1933-34 and 1934-35 are 1,990 and 1,839, the medians being 28 and 25 respectively.

The ratio of the number of teachers

Table V shows the number of postgraduates enrolled in each of the four-sized groups of secondary schools in Illinois for 1934-35 and the subjects pursued by them. Columns two, five, eight, eleven, and thirteen show the number of students enrolled in each subject by groups, and the other columns the extent to which each of these subjects was pursued.

Table VI shows the same facts from the schools in Kansas.

It will be observed, for example, in Group I in Illinois, that five students pursued the subject of agriculture for one-half year or more; eleven students pursued fine arts for one-half year or more; 41 students pursued commerce less than one-half year, and 134 for one-half year or more. The remaining part of the table may be read similarly for all of the different subject fields.

In the last three columns of Tables V and VI can be seen the total enrollments in all of the subjects for all of the different sized groups of schools. Thus in the fourth column from the last in Table V, it is seen that 2190 postgraduates in Illinois were enrolled in commercial subjects, 433 in the sciences, 424 in mathematics, 385 in the foreign languages, 359 in English, and so forth. Likewise in Table VI for Kansas it is shown that 385 pupils in all groups of schools were enrolled in commercial subjects, 56 in science, 41 in mathematics, 22 in foreign language, and 52 in English.

What are the attitudes of the various communities and of the school administrators toward high school postgraduate work? The attitude of lay individuals in the community may be catalogued under three headings; first, those not interested or not favorable; second, those favorable; and third, those enthusiastically in favor of the work. However, some administrators did not answer this part of the inquiry. Nevertheless out of 140 replies made in Illinois concerning the attitude of individuals in the community, 92 answered favorably, 11 quite favorably, and 37 not favorably. Out of 149 replies made concerning the need for, and permanency of, postgraduate work, 16 Illinois administrators indicated that there is no need or demand, 38 an intermittent need, and 95 a permanent need or demand. Out of 55 responses re-

ceived from Kansas, 24 schools reported the attitudes of individuals of the community as being unfavorable to postgraduate work in the secondary schools, 26 schools as favorable, and 5 as quite favorable. Out of 55 responses made by administrators 5 reported no need or demand for postgraduate work, 18 an intermittent need or demand, and 32 a permanent need or demand.

What is the effect of the enrollment of postgraduates in the same or separate classes with other students? Based upon 146 replies made by administrators in Illinois, it was found that in 140 schools postgraduates were enrolled in the same classes with the regular four-year students. Out of 143 replies made by administrators as to whether any difference existed because of the enrollments of these students in the same classes, 104 said that it made no difference; 34 said that it tended to raise the undergraduate standard; and 5 said that it tended to lower the post-graduate standard of work. With reference to the enrollment of post-graduates and regular four-year high school students in the same classes in Kansas, 51 out of 54 replies reported them as being in the same classes. With reference to the effect upon work done, 37 were reported as making no difference on the standards, 2 that it tends to lower postgraduate work, and 8 that it tends to raise the standard of work done by undergraduates, and the others made no reply.

Do any disciplinary, extracurricular, or financial problems arise due to the presence of postgraduates in the secondary schools? The answers made by administrators concerning these questions are as follows. Out of a total of 148 replies in Illinois, 138 said that the presence of postgraduates made no difference in disciplinary problems; out of 147 replies, 141 said it made no difference in the case of extracurricular activities;

TABLE V  
NUMBER OF POSTGRADUATE STUDENT ENROLLMENTS IN DIFFERENT SUBJECT FIELDS AND THE LENGTH OF TIME THEY WERE PURSUED IN 160 SECONDARY SCHOOLS IN ILLINOIS FOR 1934-35

Name of Subject Fields Pursued	Number of Student Enrollments in Group I (Below 251)	Pursued Less Than 1 1/2 Year or More	Number of Student Enrollments in Group II (251-500)	Pursued Less Than 1 1/2 Year or More	Number of Student Enrollments in Group III (501-1000)	Pursued Less Than 1 1/2 Year or More	Number of Student Enrollments in Group IV (Over 1000)	Pursued Less Than 1 1/2 Year or More	Total Student Enrollments in All Groups	Pursued Less Than 1 1/2 Year or More	Pursued 1 1/2 Year or More	Per Cent Pursued 1 1/2 Year or More
Agriculture .....	5	0	5	6	3	1	2	0	16	3	13	81
Fine Arts .....	11	0	11	10	17	5	98	21	136	28	108	79
Business and Commerce .....	175	41	134	375	211	75	1429	289	2190	517	1673	76
English .....	28	4	24	36	47	9	248	54	359	72	287	79
Foreign Language ..	23	5	18	39	21	1	202	36	385	52	333	86
History and Other Social Studies ..	19	0	19	42	39	7	165	19	265	36	229	86
Household Arts ...	33	9	24	43	10	2	164	27	250	45	205	80
Industrial Arts ...	4	0	4	39	14	3	239	38	296	45	251	84
Mathematics .....	25	4	21	55	21	2	323	59	424	74	350	82
Music .....	42	1	41	46	17	1	142	23	247	29	218	88
Sciences .....	29	5	24	72	40	14	292	48	433	82	351	81
Other Subjects ...	2	0	2	1	0	0	154	8	157	8	149	95
Total for All Groups	216	69	327	764	420	120	3458	622	5258	991	4267	80



TABLE VI

NUMBER OF POSTGRADUATE STUDENT ENROLLMENTS OR REGISTRATIONS IN DIFFERENT SUBJECT FIELDS AND THE LENGTH OF TIME PURSUED IN 60 AC-CREDITED SECONDARY SCHOOLS IN KANSAS FOR 1934-35

Name of Subject Fields Pursued	Number of Student Enrollments in Group I (Below 251)	Pursued Less Than 1/2 Year or More	Number of Student Enrollments in Group II (251-500)	Pursued Less Than 1/2 Year or More	Number of Student Enrollments in Group III (Over 500)	Pursued Less Than 1/2 Year or More	Total Enrollments in All Groups	Pursued Less Than 1/2 Year or More	Pursued 1/2 Year or More	Per Cent Pursued 1/2 Year or More
Agriculture .....	6	4	1	0	4	0	11	4	7	64
Fine Arts .....	12	5	0	0	2	0	14	5	9	64
Business and Commerce .....	181	54	39	18	138	37	358	109	249	70
English .....	30	6	4	3	18	3	52	12	40	77
Foreign Language .....	11	5	4	4	7	4	22	13	9	41
History and Other Social Studies .....	0	0	1	0	2	0	3	0	3	100
Household Arts .....	24	6	0	0	12	3	36	9	27	75
Industrial Arts .....	20	9	2	1	17	1	39	11	28	71
Mathematics .....	19	9	4	1	18	3	41	13	28	68
Music .....	44	8	7	1	9	1	60	10	50	83
Sciences .....	29	7	5	2	22	2	56	11	45	80
Other Subjects .....	8	2	0	0	5	0	13	2	11	85
Total for All Groups .....	379	111	67	30	254	54	705	199	501	72

and out of 142 replies, 136 said that no very grave financial problems had arisen because of the enrollment of postgraduates in secondary schools. The replies made by administrators in Kansas with reference to the same matters were as follows: out of 56 replies, 46 reported that it made no difference upon disciplinary problems, 47 out of 50 that it made no difference in the extracurricular activities, and 45 out of 50 that it incurred no serious financial problems.

What has been the existing relationship between postgraduate work, adult education, and junior college work, and what is likely to be the future relationship of these agencies? The now existing relationship can be pretty well determined from the replies, but the probable future relationships are more difficult to determine. Out of 132 replies in Illinois with reference to the existing relationships between postgraduate work and adult education, 129 said that there is now no relationship; 4 said only a partial relationship; and 3 that a definite relationship exists. Out of 100 replies concerning probable future relationships, 54 said there is now no need; 19 a partial need; and 12 a definite need exists. With reference to the junior college, out of a total of 97 replies, 90 said no relationship now exists; 6 that there is a need. With respect to the relationship now existing between postgraduate work and adult education in Kansas, out of 47 replies 39 schools reported no existing relationship, 6 a partial relationship, and 2 a definite relationship. Twenty-three out of 41 reported no definite need, 10 a partial need, and 8 a definite need for such relationships. With respect to the junior college situation in Kansas: 19 out of a total of 28 replies indicated no existing present relationship to postgraduate work, 5 a partial relationship, and 4 a definite relationship. As to the future

probable relationship of postgraduate work and junior college work, 14 out of 45 administrators reported no apparent need; 15, a partial need; and 16 an obvious definite need, and 1 that there is a definite relationship. Out of 93 replies concerning the probable future relationships, 35 responded that there is no need, 31 that there is a partial need, and 27 that there is a definite need for a closer relationship.

*Generalizations and conclusions.* The following generalizations and conclusions from this study can be made.

1. The great majority of postgraduates enrolled in secondary schools, both in Illinois and Kansas, are doing first rather than second or third year work.

2. The total enrollments of postgraduates in the 160 N.C.A. secondary schools studies in Illinois and in the 60 N.C.A. schools studies in Kansas during 1934-35 were respectively 2868 and 442.

3. The median enrollment of postgraduates in the secondary schools of Illinois during 1934-35 was as follows: in schools having 100 pupils or fewer, 3; in schools with 101 to 250, 8; in schools having 501 to 1000, 13; in schools having 1001 pupils and over, 25. In Kansas, the median postgraduate enrollment in schools with 250 pupils and below was 5; in schools of 251 to 500, 3; in schools of 601 and over, 15 postgraduates.

4. Both in Illinois and Kansas the subject field which had the largest number of postgraduates enrolled was commercial work.

5. Both in Illinois and Kansas the largest number of postgraduate students was enrolled in the sub-divisional aspects of typewriting, shorthand, and book-keeping or accountancy.

6. Over 80 per cent of the postgraduates in Illinois and over 70 per cent in Kansas pursued the work in which they had enrolled for one-half year or more. In Illinois, in no instance, did less than

75 per cent of the students in any subject field pursue their work for one-half year or more. In Kansas, in no instance except in foreign language was the per cent lower than about 65.

7. Typing I appeared as a subdivisional subject pursued in Illinois in 124 schools out of a total of 160; public speaking in 28; French in 35; economics in 37; college algebra in 48; trigonometry in 27; chemistry in 74; physics in 57.

8. Typing I appeared as a subdivisional subject pursued in Kansas in 44 schools out of 60; public speaking in 10; French in 4; economics in 2; college algebra in 5; trigonometry in 6; chemistry in 11; and physics in 11.

9. Courses in both the academic subjects as well as in practical and fine arts were widely pursued by postgraduate students.

10. On the whole the work pursued by postgraduates appears to be chiefly of three types, namely: first, preparation for college; second, subjects that

students could not find time to take while in the four-year high school; and third, preparation for earning a livelihood through taking subjects in the commercial field.

11. In general, a considerable portion of the work pursued is not equal to that of the first-year college level, but represents merely additional work on the high school level.

12. The majority of the replies made by respondents were favorable to postgraduate work.

13. In practically all cases postgraduates were located in the same classes with the regular four-year high school pupils.

14. The large majority of administrators reported that this practice neither lowered nor raised the standards of work.

15. The great majority of administrators said that no great disciplinary problems were occasioned through the presence of postgraduates in the secondary schools, though a few did report some grave problems arising.



# THE LONG-PERIOD DAILY CLASS SCHEDULE FOR HIGH SCHOOLS

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DURING the past few years, the authorities in charge of many high schools have become increasingly interested in the adoption of what is commonly known as the hour period plan. The use of the long period in making class schedules for high schools is not especially new. In a few

senior high schools, the plan of using a long class period with some opportunity for supervised study was adopted many years ago. In the development of the junior high school, the long class period was considered to be especially desirable because of the opportunities for pupils

TABLE I\*  
LENGTH OF CLASS PERIODS IN MINUTES, IN 575 ACCREDITED HIGH SCHOOLS OF ILLINOIS, 1935-36

Length of Class Periods in Minutes	Frequency of Schools Reporting in Group I 1-100	Frequency of Schools Reporting in Group II 101-250	Frequency of Schools Reporting in Group III 251-500	Frequency of Schools Reporting in Group IV 501-1000	Frequency of Schools Reporting in Group V 1001 and above	Total Number of Schools for Each Class Period	Percentage of Schools Offering Indicated Class Period
70	0	0	0	0	1	1	.174
62	0	0	1	0	0	1	.174
60-40	4	0	3	0	0	7	1.25
60	6	13	18	11	7	55	9.56
58	1	2	3	0	1	7	1.25
57	1	5	5	2	1	14	2.43
56	0	0	1	1	1	3	.52
55	0	2	1	1	4	8	1.38
50	1	1	1	1	1	5	.87
47	0	0	1	0	0	1	.174
45	26	24	13	2	2	67	11.62
44	0	2	0	1	0	3	.52
43	13	12	2	3	1	31	5.38
42.5	4	1	1	0	0	6	1.08
42	20	25	7	1	6	59	10.25
41	2	7	0	0	0	9	1.56
40	108	136	28	6	20	298	51.58
Number of Schools in Each Group	186	230	85	29	45		
Median Length of Class Period for Each Group	40	40	45	56	42		

This table is to be read as follows: Under Group I, 108 schools or 58.1 per cent have a 40 minute period; under Group II, 136 schools or 59.1 per cent; under Group III, 28 schools or 32.9 per cent; under Group IV, 6 schools or 20.9 per cent; under group V, 20 schools or 44.4 per cent; a total of 298 schools or 51.58 per cent for the five groups combined.

\* Prepared through the cooperation of L. A. Wright, K. B. Beasley and L. E. McCoy, graduate students, under the direction of J. A. Clement and A. W. Clevenger, University of Illinois.

to make daily preparations under the guidance of the teacher. The hour period seemed to attain greater popularity in the senior high schools as soon as the effects of the depression were felt largely because it was advocated by some as a means of saving money.

hour period; 2) to adopt periods which are longer than the usual 40- or 45-minute period but which are shorter than 60 minutes; and 3) to adopt (in a few schools) a class period which is longer than 60 minutes. Which of these plans is the most advisable appears to depend

TABLE II

THE LENGTH OF CLASS PERIODS IN MINUTES FOR HIGH SCHOOLS ACCREDITED BY THE NORTH CENTRAL ASSOCIATION FOR THE SCHOOL YEAR 1934-35

State	SCHOOLS HAVING					Total Number of Schools
	Less Than 40 Minutes	40 to 54 Minutes	55 to 64 Minutes	65 to 74 Minutes	75 or More Minutes	
Arizona .....		30	10			40
Arkansas .....		52	18			70
Colorado .....		40	52	7	2	101
Illinois .....		299	75	5		379
Indiana .....		66	53	1		120
Iowa .....		77	67	9		153
Kansas .....		70	102	6	1	179
Michigan .....		156	56	2		214
Minnesota .....		42	77			119
Missouri .....		104	30			134
Nebraska .....		79	30	1		110
Montana .....		22	18	1		41
New Mexico .....		21	13			34
North Dakota .....		58	11			69
Ohio .....	2	259	54	3	2	320
Oklahoma .....		31	67	9	1	108
South Dakota .....		49	25			74
West Virginia .....		12	91			103
Wisconsin .....	2	80	56	2		140
Wyoming .....		11	18	1		30
Total .....	4	1558	923	47	6	2538
Total 1934 .....	2	1605	841	52	4	2504
Total 1933 .....	6	1618	762	51	9	2446
Total 1931 .....	2	1638	608	50	12	2310
Total 1929 .....	3	1607	483	67	10	2170

The following tables contain information indicating the extent to which the long period class schedule has been adopted by high schools accredited by the University of Illinois and by the North Central Association of Colleges and Secondary Schools:

It will be noted that there are in general three tendencies: 1) to adopt the

in part on the enthusiasm of the principal and teachers and in part on their experience and training for supervised study. Some seem to feel that changing the class schedule to the hour period plan will solve all of their problems. Such an assumption cannot be based on facts.

The chief claims for the hour-period plan are as follows:

1. There is a financial saving. Advocates point to the fact that in certain subjects, such as industrial arts, agriculture, home economics, drawing, and the science laboratory courses (where it is usually customary to use two consecutive 40 minute periods for laboratory work), it is possible to hold six classes daily in the shop or in the laboratory instead of four. Under certain building conditions this claim is unquestionably valid. This would be true in the case of a school plant having one shop

commodating a greater number of sections in these special rooms, and hence, no financial saving would result through the adoption of the longer periods.

2. Teachers have more opportunities to keep control of the learning situation and consequently better daily preparations on the part of the pupils may be expected. The validity of this claim depends naturally on the ability of the teacher and the inclination of the teacher to make the proper use of the long periods.

TABLE III  
NUMBER OF HIGH SCHOOLS HAVING VARIOUS LENGTHS OF CLASS PERIODS FOR THE 399  
ILLINOIS HIGH SCHOOLS ACCREDITED BY THE NORTH CENTRAL  
ASSOCIATION FOR THE YEAR 1935-36

Length of Class Period	NUMBER OF SCHOOLS				Total for All Groups
	Enrollment Less Than 200 Pupils	Enrollment 200-499 Pupils	Enrollment 500-999 Pupils	Enrollment 1000 or More Pupils	
Less Than 40 Minutes ..	0	0	0	0	0
40 to 54 Minutes .....	122	105	28	56	311
55 to 64 Minutes .....	12	35	17	21	85
65 to 74 Minutes .....	0	0	1	2	3
75 or More Minutes ...	0	0	0	0	0
Total .....	134	140	46	79	399

or one laboratory and where the enrollment had increased to a point where it was necessary to have five or six classes scheduled in these rooms daily. It would also be true in the case of a school plant having more than one shop or more than one science laboratory provided the enrollment in the subjects requiring the use of special rooms had increased to such an extent that it would be necessary to accommodate the pupils by having five or six sections instead of four. Thus the validity of the financial claim for the long period plan depends to a very great extent on the building situation and the enrollment of pupils in the various subjects. However it is quite conceivable that the plan of the building might be such that there was no necessity for ac-

3. There is greater opportunity for teachers to individualize instruction and to meet the special needs and interests of individual pupils.

4. The change from a recitation to a supervised study period is restful to teachers. The validity of this claim, depends entirely on the activity of the teacher during that part of the period devoted to supervised study. It has been observed in some high schools operating under the hour-period plan that a few teachers do take advantage of the opportunity to rest while the pupils are supposed to be engaged in study. However, it is evident that teachers cannot rest while directing learning.

5. The better planning and organization of the work required in shop and



laboratory subjects eliminates loafing and the wasting of time. This claim is based on the assumption that there is a lack of planning and a lack of efficient organization of work in the school which operates under the 40 or 45 minute period plan with double periods devoted to shop and laboratory subjects. This fact cannot be assumed; neither can it be assumed that the adoption of the hour period plan automatically carries with it the better planning and more efficient organization of the work involved in these special subjects.

6. The long period is especially desirable for work in physical education. If this subject is properly taught and pupils are required to dress for the work in the gymnasium and to take shower baths, a class period of less than 45 minutes is too short. During the long period there is greater opportunity for each pupil to participate and for the instructor to give more attention to individual members of the class. There seems to be a tendency to assign very large classes to teachers of physical education.

7. The long-period supervised-study plan has the advantage of eliminating much of the work involved in the supervision of large study halls.

8. The work involved in making the daily program is greatly simplified by having all of the periods of the same length and long enough for the work involved in such subjects as industrial arts, the science laboratory subjects, and drawing. This view is often supported by administrators.

Considered negatively quite a number of objections have been made to the long-period supervised study class schedule. These objections may be stated briefly as follows:

1. There is no saving of money through the adoption of the hour period plan but per contra such a plan means an increased school budget. This, as

stated above, depends to a very great extent on the building situation and the enrollment in certain subjects.

2. Too frequently in changing from the usual short recitation period to the long-period supervised study plan both parents and pupils are given the impression that all of the work pertaining to the preparation of lessons is done within the long period and that it is no longer necessary for pupils to spend time for study outside of that period. However, since many pupils are engaged during the day in various forms of extracurricular activities, it frequently happens that they have practically no extra study time during the school day; consequently, the total amount of effort given to recitation and study consists only of the time spent in the class period under the direction of the teacher. If the long period is 60 minutes in length, the pupil is usually spending daily on each subject an amount of time which is less than that specified in the definition of a unit of credit in the secondary school. For a unit course of study is defined as a course covering the academic year and including not less than the equivalent of 120 sixty-minute hours of classroom work. Two hours of work requiring little or no preparation outside the class are considered as equivalent to one hour of prepared classroom work. In the case of the non-laboratory subjects, it is usually necessary for the average pupil to spend daily in the preparation of lessons the amount of time which is approximately equal to the length of the class period. If the class period is 40 minutes in length, approximately 40 minutes daily should be spent by the average pupil in daily preparation outside the class. This means an average daily amount of time spent in recitation and preparation of approximately 80 minutes. The objection that the hour period plan does not meet fully the time

requirement of a unit course of study may be met by requiring of the pupil additional preparation outside the supervised study period during the school day or outside of school hours.

3. It frequently happens that teachers have had little or no training and experience in the supervision of study, and, consequently, they do not know how to make use of a long class period. Being accustomed to a daily recitation of approximately 40 minutes in length, the teacher assumes that the best use of the long period is to hold a 40-minute recitation and to allow the pupils to study during the remainder of the period, too frequently without any supervision on the part of the teacher. In a number of high schools, a warning bell is sounded at the end of approximately 40 minutes in order that the teacher may know that the recitation period is to end and that the pupils are to engage in study. Such a plan obviously interferes with any plan which a properly trained teacher has for making the best use of the long period.

4. In many of those high schools which have changed to the long supervised—study class periods, there is a tendency to overload the teachers. It seems reasonable to assume that a long period involving not only recitation work but the supervision of study means more work for the teacher than does a short recitation period. In the case of most teachers (and for most of the high school subjects) five of these long periods probably should be regarded as the maximum number of class periods daily; and four such class periods should be regarded as the normal load.

5. A feeling which seems to be quite general among teachers of the industrial arts subjects and drawing is that a 60 minute period is not long enough for these subjects. The work involved is of such a nature that the pupil will probably have to work during several periods

on one project. The progress made in one period toward completing one of these projects is usually not great enough to cause the pupil to retain his interest. In many of the shops, the pupils are required to dress appropriately for the work and are often expected to help keep such rooms in a clean and orderly condition; consequently, if there is deducted from a 60-minute period the time which each pupil must spend in donning overalls, cleaning machinery and benches, and getting ready for the next class, the amount of time actually available for the work of the class is reduced considerably. Some of the teachers of the industrial arts subjects have been trying to overcome this objection by devoting considerable time to recitations, reports, library work, and also to visual education.

6. Another criticism of the hour period plan is that there is a tendency for pupils to depend on the teachers; that there is too much "hand feeding." It is possible, of course, for a teacher to supervise study in such a way that this condition results.

7. Some of the teachers of the non-laboratory subjects, such as English, history, mathematics, and foreign language, seem to feel that a 60-minute period is too long a time for a pupil to sit continuously in one seat. It is very doubtful if anyone knows whether sitting in a seat for 60 minutes is more detrimental to the health of the pupil than remaining in such a position for only 40 minutes. It is, of course, also possible for a teacher to vary the nature of the work or to change the activities in which the pupils are engaged in such a way as to avoid any health dangers which might be involved where pupils are required to sit in one position for a long time.

8. It is claimed by many that the brighter pupils are neglected during the supervised study period. As a matter of fact, in most high schools, there is a tend-

ency to neglect brighter pupils regardless of the length of the class periods. The teacher who knows how to supervise study properly will certainly make provisions for meeting the needs and interests of all pupils in the class and will not regard a supervised study period simply as an opportunity to coach slow pupils who require special help.

Before making a final decision relative to the adoption of the long-period supervised study class schedule, it is important to consider carefully the building situation, the comparative costs as they pertain to the individual school, the training of the faculty in the use of long periods, the attitude of the teachers toward the supervision of study, the

needs and interests of the pupils, and the training and experience of the administrative head of the school.

In conclusion, it is very doubtful if anyone knows what is the best length for class periods. Much depends, as stated above, on the school plant, on the training and attitude of the teachers, on the needs and interests of the pupils, and even on the community. It has been observed that a plan which works well in one community will not work equally well in another. While there is much to be said in favor of the long-period supervised study plan, it should be kept clearly in mind that such a plan always introduces a number of special problems which must be solved.



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## CHANGES INHERENT IN OUR RURAL COMMUNITY LIFE

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It has been stated that the only absolute the scientist recognizes is that change is endless. The full weight of this statement may well be pondered in this day when two apparently contradictory philosophies of government are in evidence, as these in turn focus upon the problems of our social order. On the one hand are those who put their primary faith in the merits of an earlier day. They would go back to the principles of the Constitution as they were conceived when America was almost wholly rural, when the few largest cities of the land (and those limited to the eastern seaboard) were but overgrown villages. At the opening of the last century there were but 6 cities of 800 population or more in the United States. Today there are that many over 1,000,000, if we include Cleveland which approximated this figure in 1930.

Rugged individualism was indeed a primary virtue in a day when the vast empire west of the Alleghenies beckoned for settlement and when Uncle Sam was rich enough to give every man a farm. Today in the light of the disappearance of the frontier and of the increasing size, complexity and interdependency of our community life, over-emphasis on this virtue might better be characterized as ragged individualism. Mussolini epitomizes this in the family of nations.

In the background of all aspects of our social organization are fundamental trends observable in our population both quantitatively and qualitatively—trends not only in the population as a whole but likewise in its major classifications, and in their inter-related movements.

*Source Rural  
Population United*

It is perhaps not sufficiently appreciated that America is rapidly approaching a stationary state of population; that is, one in which births and deaths balance. The estimated date when this will be fully realized varies somewhat with different statisticians, but all are in agreement as to the comparative imminence of the situation. It is not apt to occur before 1960. Yet in the light of our present birth rate and immigration restrictions it is judged unlikely that the United States will ever have more than 160 million people or about one third more than the 1930 census revealed.

A stationary population in the United States will demand radical adjustments in agriculture if the adverse consequences to the American farmer are not to be intensified. Our agricultural production has increased over 50 per cent since the opening of the century. Of late years it has been increasing more rapidly than our population, which is diminishing in its rate of increase. In spite of the pronounced drop in agricultural prices during the post war decade, agricultural production then increased on the average over 2 per cent a year, whereas population increased less than 1½ per cent a year. Obviously a stationary population will require no increase in the food supply, since the demand for food is relatively inelastic. The aggregate food consumption per person has not increased since the opening of this century. If anything the trend has been slightly downward, doubtless owing to more people being engaged in indoor work. Chemistry may increase the market for non-edible agricultural products, but it can

have little effect upon the quantity of food consumption.

The approach of a stationary state of population has further significance in the differential rates with which it is taking place among the various major elements of our population. In the majority of our population, that of the cities, reproductive rates are already markedly below those necessary to maintain even a stationary state. As stated by Dr. O. E. Baker in the September issue of *Rural América*, in our cities of over 100,000 population there are now only about two-thirds enough births to maintain their population permanently stationary without accessions from outside. In cities of 2500 to 100,000 the deficit is from 10 to 20 per cent. Only in the rural population is there evident an adequate surplus of births over deaths. In the rural non-farm population, essentially that of the villages and hamlets under 2500, the surplus is 25 per cent. In the farm population itself there is nearly a 50 per cent excess. Especially is the urban deficiency marked in the middle and upper classes, although the laboring classes are likewise limiting their numbers. It is a further significant fact that although the rural birth rate is markedly higher than the urban, its decline is occurring fully as rapidly. Indeed the birth rate in the whole United States is decreasing so rapidly that in spite of the increasing population, the total number of children born annually is now declining. The nation's peak year in the number of births was 1921 with nearly three million. The 1933 birth rate was the lowest since 1915 when Federal registration of births began, being as low as 16.4 per 1000 population.

Our 1934 birth rate showed a slight increase over the low of 1933 owing to the realization of marriages postponed by the depression. Even so, the total number of births (2,296,000) was mark-

edly below the 1921 high of 2,950,000 in spite of the total population gain of some 20 million people in the interim. Births in the United States are now about where they were in 1908.

Furthermore from one-half to five-eighths of our total natural increase is now found in the farm population, although this group constitutes but one-fourth of the total population.

It is interesting to note too that this phenomenon of a declining population is to be found also in all of the industrial nations of Europe. England exhibited a loss in the total number of births during the post war decade equal to the deaths of Englishmen in the World War. Nor is this ultimate downward trend in population numbers confined to the industrialized nations. As the studies of Kuczynski of the Brookings Institution have revealed, the more rural nations of south-eastern Europe are beginning to experience like conditions. These world trends will have further bearing on the problems of our exportable agricultural surplus.

The decline in the birth rate in America, together with the marked gains in late years in the average length or expectation of life, means that we are a nation of elders in the making. There are today about 10 per cent fewer young children in the nation than there were 5 years ago, and about 17 per cent more persons over 65 years of age. Moreover, while the proportion of children is due to diminish, the number of old people is due to increase about one third each decade.

Since the rural birth rates are higher than the urban, the decline in the specific birth rates (those based on age and nativity of the mother) has been greater in agricultural than in industrial regions. Declines in the native white rates since the War were least in the northern states and greatest in the southern and

western or rural states. This greater rate of decline cuts more heavily into the proportion of farm children under 10 years of age.

These changes in age composition will have important economic and social effects from a long-time standpoint. Perhaps most striking will be the effect on education; on school facilities and teaching staffs, particularly in rural areas, which normally do not experience the migratory increases of populations as do urban centers. With the number of school children declining, the greatly needed reduction in the number of school districts in rural areas and their more effective consolidation should be more readily forthcoming.

There is still a further basic phase of our population trends which has even more portentous implications for agriculture and rural life. This has to do with the movement of population to and from the farms. The net trend of this movement is and has been essentially cityward. Somewhat contrary to prevalent ideas there has been in reality no "back to the farm" movement. What we have witnessed during the late depression years is rather a cessation of the urbanward drift.

The number of persons arriving at farms from the towns and cities rose rather rapidly (with fluctuations) from 1920 to 1927, but remained relatively constant from 1927 to 1932 inclusive. After this date it dropped pronouncedly. Moreover this marked increase in the number of persons arriving at farms throughout this whole decade was experienced in spite of the agricultural depression ushered in with the drop in farm values and farmers' prices following the War inflation period. At the same time most of those returning to the farms throughout this period were former farmers who found city life either uncongenial or unprofitable. Studies by the Bureau

of Agricultural Economics at Washington during this period reveal that of all persons returning 87 per cent were born on farms.

In similar manner the more pronounced movement away from the farms to the villages and cities (after an immediate marked rise following the War) remained at a relatively constant level from 1922 to 1929 inclusive, after which it sharply declined owing to the cessation of industrial opportunities in the cities ushered in by the depression.

The result of these two movements has been a net rural exodus, with the exception of the three years 1930-32. The net gain in the cityward drift was regained in 1933, and bids fair to continue in spite of the fact that January 1, 1935 revealed the largest farm population in the nation's history, about 32,750,000 or one-fourth of the total population. This represents an increase of about 2,600,000 since 1930, or a population approximating that of the city of Chicago. At the same time this increase was essentially due to the natural increase of the farm population, in turn kept at home because of the lack of opportunities in the cities rather than to any "back to the land" movement in itself. As the report of the National Resources Board expresses it: "In addition to the current natural increase on farms of about one-half million annually, there are now more than 3 million backed up on farms, including probably 2 million under 35 years of age, who normally would have migrated or remained in the cities."<sup>1</sup>

Regardless of causes, however, this increase in the farm population of the nation of late years carries with it grave consequences. It can hardly be hailed with rejoicing on the part of a farm industry already burdened with an excess

<sup>1</sup> National Resources Board Report, p. 94. United States Government Printing Office. December 1, 1934.



production and with relatively low standards of living in at least one-half of its homes. What it implies is that subsistence farming is becoming the lot of an increasing proportion of our population quite apart from the subsistence homestead movement. It is undoubtedly wise for many people to prefer subsistence farming to outright relief. At the same time it must be borne in mind that the subsistence farmer is no more likely to be a good customer of the urban retail merchant and manufacturer than is the recipient of relief in the cities. Are we nationally to come to regard subsistence as a normal condition apart from an emergency? To the numerous social scientists who believe that everyone, in our economy of abundance, could enjoy a decent living standard if our economic life were properly organized, this trend to a subsistence agriculture can hardly be regarded as a primary panacea.

There are two basic forms of communities in rural society. One is village centered; the other is not. The second or much smaller one may be said to be cross-roads centered, implying some one or more local service agency such as a school, church, or store as the focal point of interest. This open country or cross-roads community is composed essentially of farm families comprising a neighborhood. The village-centered community, on the other hand, is dominated by villagers, although it includes as well the farm families in the immediate surrounding area who look to this particular village as their primary trading, recreational, religious or educational center.

What do studies reveal as to the changing characteristics of our rural community life?

The 1930 re-study by the Institute of Social and Religious Research of 140 farmers' villages scattered throughout the nation revealed a growing tendency for such primary services as trade, edu-

cation, religion and recreation to be organized about the village as a center, without, however, significantly altering the size of this village-farm community boundary. The establishment of good roads and the accepted use of the automobile has thus served further to cement and stabilize farm village relationships. Because of this integration of rural life about the village, the smaller or open country neighborhoods are economically and politically less important than formerly, although they still give every promise of persisting, at least as long as the open country school and church are to be found.

In this increasing integration of interests about the village, it is interesting to note that trade played a smaller part and social contacts a greater role in determining the boundaries of the general community area than formerly. Particularly does the high school loom forth as the most important single factor in gauging village farm areas and relations. Although the trade area remains a basic concept in delineating community boundaries, it is coming now to be more a question of the volume of trade, together with its character and regularity, than a question of the area of service. Moreover farmers are increasingly using more than one village center for their purchases, and are more frequently patronizing the shops of the nearest cities as well as increasing their use of mail order houses.

The increasing role of the high school as a factor in rural community life is of striking significance. It is, together with the trend toward consolidation of country school districts with village schools, an important indication of the village trend of rural education; a trend further evidenced by the influx of farm youth into village schools regardless of consolidation. The 1930 re-survey of the 140 village communities indicated an in-

crease over the 1924 figures of 8.5 per cent in the proportion of country pupils in village high schools. This brings the 1930 figures up to one half (49.5 per cent) of the high school enrollments as coming from the country outside the villages. This influx of farm youths into village schools will necessitate a further rethinking of the curriculum in terms of two equally important groups of young people with varying needs.

Furthermore, considering both village and farm youths together, there is a veritable flood of rural youth into rural high schools. In Illinois, for example, where the population of rural youth of ages sixteen and seventeen decreased from 80,459 to 77,874 between 1920 and 1930 owing to the drift to the cities, nevertheless the rural school attendance for these ages increased from 34,911 to 42,211. In Iowa where the population in this age group was virtually stationary throughout the decade, its school attendance increased one fifth. Similar figures are discernible for every state.

These village high schools are likewise increasingly functioning apart from the class room. Extracurricular activities have expanded, particularly along the lines of athletics, with a growing popular interest in sports readily discernible. There has also been a pronounced increase in musical activities and in dramatics. Furthermore these schools are beginning to play a part in adult education, a role which is due to increase with the factors of an aging population and the increase of leisure time. Conceivably the school in the near future will have as many adults as children on its rolls, for day or evening classes. Thus the school today is becoming more and more a community center and agency.

An outstanding illustration of this tendency is noted in Georgetown, Delaware as discussed by Brunner and Kolb in their *Rural Social Trends*.

Here the community, somewhat assisted by a private outside organization, is offering to rural children educational opportunities comparable only to those found in progressive private schools and a few progressive public schools. The curriculum is definitely country-centered, though world inclusive. Hikes, ornamental planting of the school grounds, planting of fruit and nut trees, picnics, studies of local industries, including types of agriculture and studies of local conditions, are all part of the program. The school cooperates in many ways with social organizations in the area it serves. For instance, junior choirs are being developed in the churches by offering technical training to the children and assisting local leaders. Old people have been brought to the school to demonstrate to the children activities of historical significance.

Cooperation has also been established with the State Board of Health and state clinics of various sorts, including psychiatric. The first school nurse in the state has been employed. Children under school age are examined and followed up. There is a good cafeteria in the school; and there are nutrition classes. Milk and fruit juice are served in the midperiod, local organizations aiding those who are unable to pay. The personal standards and habits of the children have been improved through the use of school bathing facilities by non-athletic children.

Activities for adults have not been neglected. These are designed to help in their own development through meetings, cultural, occupational and recreational groups and classes. There is also a special program of education for the parents of children under school age.

The director of this experiment has been especially trained in rural education; and while some experienced, progressive teachers were imported, local teachers were also used after they had been given special training. . . .

At the end of a year of this experiment the director reported that the students "are a year to three years more advanced on Stanford Achievement Scales for literate subjects, grade by grade." This program costs no more per child than is spent for city children in fourteen states in the Union; and the costs as figured include some capital outlay expenses for playground and other equipment, lockers, cupboards and the like.

Is this after all an exception or a prophecy?

Just as the village-farm community may be considered to be approximating



a stage of relative stabilization in the light of its existing social structure, so in turn the village itself, the nucleus of rural community life, is nationally exhibiting a decreasing rate of change or that of relative stability in reference to its own population numbers. This general fact bears much of moment to schoolmen, church men, to welfare agencies, and to those interested in retail markets. Moreover villages are distributed over the country in much the same proportion as the population as a whole. Only in the Mountain states is the number of villages disproportionately large.

In 1930, one person in every nine was a villager, and this ratio was surprisingly constant for every region. Moreover, when all incorporated places under 2500, including the smallest, are taken together and compared with the total population and with the rural population for each of the past two Census decades, or since 1910, it is discovered that they are just about holding their own in the general trend of population growth. Comparisons of their average sizes in turn reveal similar trends. Although small villages of less than 1000 population do not show as great tendencies toward maintaining growth as do large ones, they nevertheless in the main seem to have the power to survive. The question of village growth or decline is best answered in terms of a steady growth at about the general national rate of increase. Villages revealing the most dynamic rates of growth are invariably the ones caught up in the vortex of our rapidly expanding metropolitan regions. But the larger data show that where hundreds of villages grow and other hundreds decline, thousands of villages hold their own along with the general population growth trends since the opening of the century.

The somewhat reverse population movements since 1930 have but tended to give even greater importance to the

place of the village in rural society, since the farms have about reached the limit of their absorptive capacities and the cities are not yet prepared to take up the full slack of migrating farm youth.

The challenging question still confronts us as to whether or not rural centers are destined to remain relatively stationary in population size, or whether they are due to increase or diminish in reference to our urban centers.

Is the farm population, for example, due to increase pronouncedly so that we will again approach the one-third of our population resident on farms (as experienced 25 years ago) instead of the present one-fourth? This I can scarcely envision. Are then our cities due to increase disproportionately in size? This likewise seems contrary to existing trends insofar as the rate of growth of our cities, and particularly those over 100,000 in size, is diminishing.

From the standpoints of their functional and organizational characteristics, as distinct from those of size and area, rural communities are further in the grip of social changes. Locality groupings are being challenged by special-interest groupings as a basis for rural organization. Whereas locality groups depend upon proximity and residence in a particular physical geographic area, interest groups transcend such areas and are rather effected by promotions, special leadership and deliberate efforts, uniting those of like-minded interest more or less apart from their mere fact of residence.

Special interest groups in rural society are those revealed in farmers' and homemakers' clubs, parent-teachers associations, community and 4-H clubs, in breeders', milk producers', and shipping associations, in horticultural societies and in various miscellaneous forms. The interests themselves may be characterized as those having to do with some im-



provement of farming, business, homemaking, the church, the school, health, community betterment, or simply with some form of social enjoyment. The implication is not so much that these interest groups are superceding the neighborhood and community groupings, but rather that they are increasing in importance while the rural community as such seems to be approaching a state of relative stability. Moreover, interest groups and organizations have a tendency to federate.

Kolb and Brunner have summed up the problem very well:

Organizations and societies may easily outlive their usefulness but still attempt to persist. On the other hand, if readjustments are continually attempted, new methods sought, new causes espoused, new group alignments made, then rural society, through its primary locality and its primary interest groups, as well as through its larger community and urban connections, may become dynamic, articulate, and group-conscious in the constructive sense, to the end that its interest, its objectives, and its future may be respected and made serviceable in the larger drama of national life.

Does not the life of rural communities today challenge the best attention of our statesmen and educators?

North Central Association  
of Colleges and Secondary Schools  
Stout Institute, Menomonie, Wisconsin

Conrad

## THE RISE OF THE NORTH CENTRAL ASSOCIATION\*

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### PART V. THE COMMISSION AND THE BOARD OF INSPECTORS, 1906-1910

By 1906 there was little doubt that the accrediting of secondary schools by the North Central Association would become an increasingly influential movement. The Board of Inspectors that year submitted for approval a list of 285 schools, almost doubling the list of 1904 (the first list), and representing twelve states. The list was received with enthusiasm and was evidence in itself of a receptive attitude on the part of secondary schools. Members of the Commission and of the Association in general were disposed to testify to the spread of influence and the benefits of accrediting.

In his presidential address, President G. E. MacLean, University of Iowa, who could speak with as much knowledge of the facts as anyone in the Association,<sup>1</sup> said: "But now a list of first class high schools meeting the standards of the Commission is becoming an accredited list throughout the entire Northwest."

He and others held that there was no discounting the fact that the accrediting system had been a great factor in improving the high schools. Nor were such expressions confined to members of the Association. They were heard also on the floors of other bodies. For example, the delegate from the Association

of Colleges and Preparatory Schools of the Southern States, returning to his Association after the organizations meeting of the National Conference Committee, reported the movement toward national standards and said in passing, "The North Central Association exerts a wide influence and is recognized as maintaining a highly selected list of accredited secondary schools."<sup>2</sup>

Jessie M. Pangburn, surveying the same period in a study of the evolution of the American Teachers College, found that small high schools, in order to be accredited by the North Central Association, were being forced to employ teachers with degrees, making the short course in the normal no longer satisfactory, and creating at the same time a direct and powerful influence on the normal schools to raise their standards and to seek the degree-granting privilege.<sup>3</sup>

The optimism was not, however, un-mixed with warnings. Carman, seasoned by long service and familiar with details of organization, pointed out the same year that the membership did not jibe with the accredited list. Twenty-four of the secondary school members, more than a third, were not on the accredited list. Moreover eleven of the college members did not require for admis-

\* The first three parts of this study appeared in the *QUARTERLY* for April, 1935, and Part IV in the January, 1936, issue. This is the concluding installment.—THE EDITOR.

<sup>1</sup> MacLean's testimony must be conceded more than ordinary weight, for during this and the next few years he was the moving spirit in the National Association of State Universities and Chairman of the National Conference Committee on Standards of Colleges and Secondary Schools. His leadership was probably an important factor in the spread of North Central Association influence.

<sup>2</sup> F. W. Moore, Report of the Organization Meeting of the National Conference Committee on Standards of Colleges and Secondary Schools, *Proceedings of the Association of Colleges and Preparatory Schools of the Southern States*, 1907, p. 12.

<sup>3</sup> Jessie M. Pangburn, *Evolution of the American Teachers College*, p. 12. New York: Teachers College, Columbia University, 1932.

sion fifteen units and were not therefore eligible to membership. This presented an impasse which no one was prepared at the moment to solve. The high schools on the accredited list had been invited to membership, but members had not specifically been required to be on the accredited list. The situation savored of a paradox. Time corrected the inconsistency in respect to the secondary schools even before the accredited list and the membership list of these schools became one. In the case of the colleges, however, a constitutional amendment was required to effect this end. Such an amendment went into force in 1910, requiring all college members after April 1, 1912 to be on the accredited list.<sup>4</sup> As the first college list did not appear until that year, the desired conformity was obtained.

In the meanwhile the Board of Inspectors under the chairmanship of A. S. Whitney, continued to improve the machinery of accrediting. In 1906 the rules were amended to the end that the schools on the accredited list should be required to make a full report once in three years and a partial report yearly, giving data as to new teachers and other important changes.

Wishing to give as much weight as possible to the list of accredited schools, the Board continued to restate its basic conservatism in a paragraph appended to the standards. Given utterance first in 1904, and slightly altered thereafter, its dignified concluding phrase, "of such character as will unhesitatingly commend them to any educator; college, or university of the North Central Territory" must have influenced many secondary schools in making their decisions to conform to the standards and appear on the list. It

affirmed a principle which ever afterward guided the Board, the Commission, and the Association in the institution and development of accrediting. Quality and selectivity were to be prime considerations.

This policy was further enunciated in a statement of aim adopted in 1908 and appearing as an introduction to the standards. It has remained the official formulation of the aims of the Association to this day.

The aim of the North Central Association is, first, to bring about a better acquaintance, a keener sympathy, and a heartier cooperation between the colleges and secondary schools of this territory; secondly, to consider common educational problems and to devise ways and means of solving them; and thirdly to promote the physical, intellectual, and moral well being of students by urging proper sanitary conditions of school buildings, adequate library and laboratory facilities, and higher standards of scholarship and of remuneration of teachers.<sup>5</sup>

The Board could not, however, rest placidly on the standards by which it had judged the first high schools in 1904. Changes were made the first year, thereafter and others continued to be made. New standards were added as the Board appreciated the need for them.

The minimum requirements for all high school teachers (first of the original standards) continued to be placed at graduation from a four-year college, including special training in the subjects to be taught, but the recommendation of professional study included in the first set of standards was not continued permanently.<sup>6</sup>

The standard on teaching load was not changed materially, but the Board became more explicit, suggesting by 1909 that the number of daily recitation periods should not exceed five, and that

<sup>4</sup> *Proceedings*, 1910, p. 24. At the same time the units required for entrance were reduced from 15 to 14, thus legitimizing the practice indicated by Carman.

<sup>5</sup> *Proceedings*, 1908, p. 83.

<sup>6</sup> This requirement was revived in a later period and came to play an important part. After 1911 it was a subject of some controversy.



the Board would reject all schools having more than six recitation periods per day for any teacher. The period was defined at the same time as forty minutes in the clear.

The other two of the original standards (concerning laboratory and library facilities and the general effectiveness of the school) have remained almost unchanged throughout the history of the Association, but several new and important specific requirements were added to them. In 1904 each school to be accredited was required to employ on its teaching force "at least five teachers exclusive of the superintendent." In 1907 this was reduced to "four teachers, exclusive of the superintendent." The wording was again changed in 1909 so as to insist that no school "shall have fewer than four teachers of academic subjects, exclusive of the superintendent." The reference to academic subjects was in recognition of the increased popularity in secondary schools of the vocational studies which were not ordinarily taught by college graduates or given official standing among college entrance requirements.

A standard relating to buildings appeared for the first time in 1907 and was retained forever thereafter. It read:

The location and construction of the building, the lighting, heating, and ventilation of the rooms, the nature of the lavatories, corridors, closets, school furniture, apparatus, and methods of cleaning shall be such as to insure hygienic conditions for both pupils and teachers.<sup>7</sup>

In 1906 the first standard relating to the graduation of students was adopted. It declared that no school should be accredited which did not require fifteen units, as defined by the Association, for graduation. Added to the same standard in 1909 was a qualification respecting pupil load. It was the brief statement:

<sup>7</sup> *Proceedings*, 1907, p. 57.

"More than twenty periods per week should be discouraged."

Thus, tenets which, though influencing its judgment, were not at first formally advocated by the Board, found their way during this period into a list of standards approved each year by the Commission and by the Association. What had been a list of four standards in 1902 had grown by 1910 to twelve, prefaced by a statement of aims and followed by a profession of extreme conservatism.

The extreme conservatism had not, however, been a deterrent to the expansion of the list of accredited schools. Indeed, the evidence is that the reverse is true. The Association had wished to make an honor roll of schools endeavored to conform to its requirements. As already mentioned, the list increased from 156 schools in 1894 to 285 schools in 1906. Thereafter it continued to mount rapidly, running far ahead of the membership, which until 1908 was regulated by a clause in the constitution requiring parity in numbers between secondary schools and colleges.<sup>8</sup> In 1907 the list of accredited institutions reached 350 and the next year passed 500. A further increase to 595 occurred in 1909 and in 1910 almost 700 schools were named as having been duly inspected and found to be conforming to the standards set by the Commission.

The growth of the list brought with it expansion in territory. By 1910 the accrediting influence of the North Central Association was felt in sixteen states. Wyoming and Montana with one accredited school each, and Oklahoma with two appeared on the list for the first time in 1909. The next year Montana had raised its quota to three schools. Other outlying states were also rapidly increasing their representation on the list. For example

<sup>8</sup> Article III, section 3. Stricken out in 1908. *Proceedings*, 1908, p. 115.

North Dakota had two schools in 1907; three years later the number had grown to ten. South Dakota in the meanwhile had increased its number to 16. When it is considered that the Dakotas had relatively few four-year high schools able to meet the requirements in 1910, the popularity of the movement may be better realized.<sup>9</sup>

If schools of the newer states were appreciative of the accredited status sufficiently to conform to the exacting standards of the Commission, the older schools of the more central states where the Association was better known were also feeling a need for the endorsement in mounting numbers. During the half decade from 1906 to 1910 Indiana increased its representation on the roll from 5 to 55. Illinois' accredited schools numbered 52 in 1906 and 106 in 1910. In truth, every state except Michigan, which started with a high quota, increased its number two-fold or more during the decade. It is significant, therefore, that the desire for accreditation was not limited to a small group of states but was spread over a large area in an increasing number of states.

The Board soon learned, however, that schools might make efforts to conform to the standards in order to be accredited, and after gaining the list, relax their vigilance. It also became necessary at times to reject schools that were honestly making a determined effort to approach the requirements but that fell short in some particular or particulars. Both types of school thus concerned necessitated some sort of report—or so the Commission felt. In 1910 a prolonged discussion resulted in the motion

That the Board of Inspectors shall report to the Commission in full a list of all rejected

schools or dropped schools, with the reasons therefor, and that the Commission can receive them and consider them in executive session if they see fit.<sup>10</sup>

By this gesture final authority was retained by the Commission which had allocated preparation of the accredited list to its sub-committee, the Board of Inspectors. It was one step farther toward increasing the power of the Commission and decreasing the importance of the open assembly of the Association.

The Board of Inspectors encountered several matters not covered by the standards or which rose out of application of the standards. In 1910 they sought solutions in a series of recommendations to the Commission. These recommendations were adopted by the Commission and submitted for more or less routine acceptance by the Association, as a part of the report of the Commission.<sup>11</sup> The first recommendation was for a committee, to be appointed by the Commission, to determine upon lists of books which might be suggested to the high schools of the Association as essential parts of their libraries. It marked the first effort to make more definite library standards. Though the recommendation was accepted, a number of years passed before it bore tangible fruits.<sup>12</sup>

The second recommendation of the Board was that the Commission revise its definition of English and outline a four-year course, as well as one covering the minimum requirement of three years. This was in recognition of the growing practice of offering four years of English. The recommendation was referred to the Committee on English.

<sup>10</sup> *Proceedings*, 1910, p. 61.

<sup>11</sup> *Proceedings*, 1910, pp. 61-63.

<sup>12</sup> Committee reports on library standards were presented in 1917, and 1918, but the secondary schools standard remained unchanged throughout the period of this history.

<sup>9</sup> The writer was a pupil in a small high school in western North Dakota in 1910 and recalls vividly the talk about "getting up to North Central standards" and "making North Central rating."



Of far-reaching significance to the teachers was the next recommendation of the Board which was adopted by the Commission:

Whereas, it is recognized that in order to be an inspiring and sympathetic leader of his students the teacher himself should be a student and a growing intellectual force; therefore be it

RESOLVED, That it is the sense and desire of the Board of Inspectors, and is herein recommended by them, that the Association, through properly instituted committees, take up the general study of professional study growth, and training of teachers in service in secondary schools.<sup>13</sup>

The first standards, as has been reported, recommended some professional preparation for secondary school teachers, but the clause had been omitted from all subsequent statements of standards. The Board now felt that the requirement should again be included in some form and accordingly took steps toward obtaining future professional requirements of a more definite nature. The immediate result was the inclusion in the 1911 standards of *advice* that college graduation be supplemented by special study of content and pedagogy of subjects taught,<sup>14</sup> but it was not until 1914 that a specific requirement was included.<sup>15</sup> The matter was often before the Association during the next decade.

In response, also, to the increased popularity of the vocational studies and the pre-occupation of the Association in general assembly with the vocational field in the 1909 and 1910 meetings, the Board prepared definite recommendations to correct what appeared to be a growing menace, namely the employment of teachers with less than college graduation to teach the new and popular sub-

jects. Although taking cognizance of the fact that the subjects were meeting with popular favor and that it was impossible to get an adequate supply of college graduates to teach them, the Board of Inspectors nevertheless expressed its alarm at the employment of a large and increasing number of instructors lacking the culture and scholarship represented by the college degree. They urged upon the Commission three approaches; first, concerted action in the training of such teachers; second, giving college credit for the vocational subjects; and third, prompt action on the part of college authorities to check "a lamentable but inevitable and, under the present circumstances, praiseworthy departure from the well established custom of selecting only college graduates for positions in secondary schools."<sup>16</sup> While indicating the seriousness of the problem, the Board anticipated the difficulty of achieving quick or satisfactory remedies. It seemed certain to be an important problem of the years ahead, as the Association passed into the fourth decade of its existence.

By 1910, accrediting had proved itself. It had gained steadily in influence and had set about the resolution of its sundry difficulties. However, it had its critics. One of the boldest of these was Professor Charles H. Judd, a newcomer to the Association session and to the University of Chicago. In an address before the Association that year he attacked the accrediting scheme vigorously and offered some new and somewhat disturbing suggestions.<sup>17</sup> The accrediting plan, said he, was better than the methods of the East but the standards lacked objectivity; they were merely opinions, and admission to the accredited list was

<sup>13</sup> *Proceedings*, 1910, p. 62.

<sup>14</sup> This clause was retained until 1914 and was not considered as retroactive.

<sup>15</sup> *Proceedings*, 1914, p. 56.

<sup>17</sup> *Ibid.*, pp. 162-69. With this speech Professor Judd opened a career of outstanding leadership in the Association. His name rapidly became associated with progressive and dynamic movements.



based on judgments for which the strong high schools cared little because the judgments were not full or convincing.

Moreover, he maintained that the plan which was being employed failed to develop reciprocal relations. Why should not the high schools supervise the colleges, he asked? He proposed that the Association form a central committee to receive reports from all of the high schools and all of the higher institutions, indicating among other facts where each student ranked in his class. He held the scientific study of complete reports on students to be of more importance and more value to the students than mere facilitation of college entrance. The inspectors might thus have the kind of evidence that would make their judgments more objective.<sup>18</sup>

While there were some whole-hearted endorsements of Dr. Judd's ideas, the desired action by the Association did not result. His views did however color much of the later activity of that body. The matter was at the time referred to the Commission and President A. Ross Hill, University of Missouri, urged action as a stimulus to the Association. The proposals would, he thought, give new problems of a strictly educational sort. He believed the time had come when the Association needed such problems—something less mechanical than those which had engaged attention for several years.<sup>19</sup> If the Association was not prepared to follow Professor Judd's lead in the reformation of accrediting, it was prepared to study its reports from the secondary schools and to use them as a basis for improving standards and accrediting in general. Early in the next half decade the first of such detailed studies was reported by W. A. Jessup and L. D. Coffman.<sup>20</sup>

<sup>18</sup> *Ibid.*, pp. 165 ff.

<sup>19</sup> *Ibid.*, p. 177.

<sup>20</sup> Walter A. Jessup and Lotus D. Coffman,

#### THE COMMISSION AND THE CURRICULUM

While the Board of Inspectors was giving direction and impetus to the accrediting of secondary schools, the Commission proper, under the chairmanships of Dean Harry Pratt Judson (1901-1908) and President George E. MacLean (1908-1911), was directing a detailed study of high school curricula. During the first few years of the Association's existence opinion had settled what the curriculum should be, and general resolutions had been the mode of giving it what effectiveness it may have had. With the advent of the Commission, however, systematic study began. In the years that followed the Commission's assumption of the task, subject after subject was reported.

The work was modified by an important step taken in 1906. In the annual meeting of that year standing committees, consisting of two members from each of the states (one representing the college and the other the secondary school) were appointed on *definitions of units* and were empowered to recommend such revisions and additions to these units as might from time to time be necessary.<sup>21</sup>

The Expansion of the content of subject matter in textbooks was making school units greater in quantity and thus was making more difficult the completion of the fifteen units. Indeed, in some fields the content had increased in a few years as much as 50 per cent. In his Presidential Address in 1907, E. L. Harris contended that college entrance re-

"North Central High Schools" *Thirteenth Yearbook, National Society for the Study of Education*, Pt. I. 1912. pp. 73-115.

It was followed in 1915 by a similar study, including the colleges, by Charles H. Judd and George S. Counts. The reports have been analyzed regularly since then.

<sup>21</sup> The Committees were appointed by the Executive Committee of the Commission with much time and care.

quirements were too insistent on quantity to secure the best quality of preparation. At the conclusion of his exposition of conditions, he made several recommendations looking toward limiting content and toward the establishment of permanent commissions by the College Entrance Examination Board and the accrediting associations acting in conjunction.<sup>22</sup> For several years Mr. Harris had been the North Central Association delegate to the College Entrance Examination Board meetings and was as friendly to the procedures of the Board as anyone in the Association. His recommendations were therefore adopted and for several years the North Central Association men worked with the Board in harmony with these suggestions. However, the unity of definitions desired by Harris was never brought about.

The movement toward enlarging requirements decried by Harris occasioned one of the few real outbursts of dissension which occurred on the floor of the Association during this period. The next year (1908) G. N. Carman, the secretary of the Commission, reported that the Commission favored revising the 1902 definition of a unit so as to make it consist of work carried for five forty-five minute periods per week during thirty-six weeks instead of thirty-five weeks of four or five periods of forty-five minutes each as it had been defined in 1902. A spirit of insurrection flamed. Some objected to five periods per week; some held forty-five minutes too long for all subjects. Superintendent W. H. Elson, Cleveland, Ohio, asked for a statement from the Commission which would indicate its particular reasons for proposing this distinct change of enlarging the school year. The implication was that the higher institutions were imposing too rigid requirements.

The *Proceedings* carry little of the drama of the occasion; the Chicago *Tribune* account, which was more in detail, doubtless carried too much of it, even going so far as to misinterpret motives.<sup>23</sup> The account was surmounted by four separate headlines, the first of which read: COLLEGES CLASH WITH HIGH SCHOOLS. The news story opened with a figurative flare:

Friction between the two forms of educational institutions in the alliance brought forth sparks yesterday at the annual meeting of the North Central Association of Colleges and Secondary Schools in a session at the Auditorium Hotel.

Resentment of new additions to the requirements laid upon the preparatory schools by the universities caused open declaration by high school heads that an attempt to carry the dictation to a further extreme than it now reaches would lead to a breach in the organization.

That is the scene as a reporter saw it. His account continues with specific statements of participants and of questions asked during the discussion.<sup>24</sup> On

<sup>23</sup> The Chicago *Tribune* (March 28, 1908) made it appear a showdown on the part of the secondary school men. A few of them were certainly upset by the move to increase requirements for the unit, but so were some of the representatives of higher education. Moreover, Carman was really representing the secondary school and had as much voice in the Commission as either of the other two men (Baker and MacLean). Though there was doubtless feeling against the colleges on this occasion, it was probably not so great as the *Tribune* account makes it seem.

<sup>24</sup> The following statements are taken from the account: "J. W. Carr, superintendent of public schools of Dayton, Ohio, uttered the ultimatum to the universities, but a dozen others joined in the question and protest that greeted different sections of the Commission's report. . . .

"A question," interrupted Superintendent Carr, "Was the reason for this increased restriction a desire of the university professors to bring their schools to the standard required by the Carnegie Foundation so that the professors may be eligible to pension from that fund?"

"I don't know the motive of each individual of the Commission on voting for this section," parried Professor Carman.

"Well, I have more than an idea," said the public school man, "that some such idea was in the

<sup>22</sup> E. L. Harris, in the *Proceedings*, 1907, pp. 10-11.

the other hand the Proceedings, edited by Dean Thomas Arkle Clark, secretary of the Association, only report the discussion in brief, giving certain abstracts or excerpts of a few of the speakers and merely mentioning the names of others who took part. It is important to note, however, that all of the opponents of the revised definition were not from the public schools.

A part of the opposition appeared to center in a belief that the universities were increasing restrictions merely in order that they might come up to the standard required by the Carnegie Foundation for eligibility for pensions for professors. President J. H. Baker, University of Colorado; President G. E. MacLean, University of Iowa; and G. N. Carman, Director of Lewis Institute, Chicago, the executive committee of the Commission drafted the definition. According to Carman the definition agreed to by MacLean, Baker and himself was merely a record of what had come to be accepted by the regents of the University of New York and the Carnegie Foundation.<sup>25</sup>

The determined opposition voiced against the proposals made it necessary to refer the matter to a committee. This committee (ten in number) was composed of five representatives from each type of school. It included among others, C. H. Carey, State Superintendent of Public Instruction of Wisconsin, and J. W. Carr, Superintendent of Public Schools, Dayton, Ohio, both of whom

mind of the framers, and I want to say that things are reaching a stage in the laying down of requirements where a revolt is ripening. The public school men know their duties, and when submission becomes no longer possible, they will throw off the yoke and the tail will cease to wag the dog.'

"C. H. Carey, state superintendent of public instruction of Wisconsin followed him on the floor:

"I believe what Mr. Carr has said is true,' he declared, 'A large number of public school educators feel that the dictation of the universities has gone too far.'

<sup>25</sup> Carman to Grinnell, May 29, 1934.

had been among the leaders of the opposition. The committee revised the definition to read, "A unit course of study is defined as a course covering a school year of not less than thirty-six weeks, with four or five periods per week of at least forty-five minutes."<sup>26</sup>

In effect the new definition was a compromise. One week was added to the thirty-five weeks of the 1902 definition, but the five days per week of the definition under contest was left as it was in the 1902 definition, i.e., "four or five days per week." Not content, however, the Committee charged the Commission to investigate the matter fully and to report later.

A committee on Definition of Units with Principal E. L. Harris, Cleveland, Ohio, as chairman, was assigned the work. The next year (1909) this committee submitted not only an entirely changed definition of a secondary school unit course of study, but also a definition for a college unit. The definitions follow:

1. *Secondary Schools.* A unit course of study in a secondary school is defined as a course covering an academic year that shall include in the aggregate not less than 120 sixty-minute hours of class-room work, two hours of Manual Training or Laboratory work being equivalent to one hour of class room work.

2. *The College.* A unit course of study in the college is defined as a course covering an academic year that shall include in the aggregate not less than 150 sixty-minute hours of class-room work, at least two hours of Laboratory, Drawing, Shop, or Field work being equivalent to one hour of class-room work.<sup>27</sup>

Brief computations reveal that this new definition of a secondary school unit had the effect of restoring in disguise the bitterly opposed definition of the year before. The 120 sixty-minute hours of the new definition aggregate thirty-six weeks with five periods of forty minutes each. The forty-minute period was not really a concession; it had appeared in

<sup>26</sup> *Proceedings*, 1908, p. 120.

<sup>27</sup> *Proceedings*, 1909, pp. 58-59.



the 1903 high school standards and had remained there. Thus what the Commission desired was obtained by indirection and continued to function as a fundamental guide in all secondary school judgments and as a universal practice in secondary schools. The clause pertaining to manual training and laboratory work was a natural concomitant of the increased attention to shop and laboratory work and the recognition that this work should be assigned less value in class room time than the academic subjects.

When, therefore, the following year (1910) the Commission reported general requirements, the 1909 definitions of unit courses in secondary schools and colleges were items one and two. There followed a third terse statement that "the graduation requirements of the high school and the entrance requirements of the college shall include fifteen units as above defined. Of the fifteen units three units of English and two of mathematics were specified as constants, signaling a liberalizing tendency which had grown apace since the first half decade of the Association, when almost all of the secondary school studies were constants. Before this time, however, no statement concerning the curriculum had appeared in the standards. Possibly such would have been the case had not matters of this sort been referred to a committee other than the Board of Inspectors when the Commission was established. As it was no mention of program appeared in the standards until 1912, and then only vocational studies were mentioned.<sup>28</sup>

The report of the Commission for 1910 carried matters of importance in addition to the fundamental statements already indicated. The Commission went on record as advocating the granting of college credit for work done in secondary schools beyond the required fifteen units, with certain expressed qualifica-

tions. It provided no way of enforcing the principle, but it was a definite step toward later provision for junior colleges and for junior college work in secondary schools.

The major part of the report of 1910 was composed of definitions of high school units. It was the big report, the culmination of eight years of reports, and included definitions of English, mathematics, history, Latin and Greek, German, French and Spanish, physics, chemistry geography, botany, zoology, commercial subjects, and manual training.<sup>29</sup> In harmony with the enabling provision of 1906, a balance between secondary and college men had been maintained on the committees. Most of the chairmen, however, were from the colleges; and it appears that they, with two or three members in each case, did most of the work,<sup>30</sup> causing many high school men to feel that they had little share in the determining of the units.<sup>31</sup> Though all members of each committee

<sup>29</sup> *Proceedings*, 1910, pp. 77-160.

<sup>30</sup> President McVey, University of North Dakota, in 1912, speaking mainly of the reports of 1910, said in part: "... In the work of the committees only two or three people were active—probably because of distance, inability to be present, and the like—in formulating the units, and as a consequence, a large portion of the committee are not consulted regarding the constitution of the units. This has brought to light the fact that many high school men feel that they have had little or no share in the determination of the units that are prescribed for the secondary schools." *Proceedings*, 1912, p. 45.

<sup>31</sup> "This attitude doubtless had much to do with the recalcitrant mood of some of the secondary school men at the Commission report in 1908. J. E. Armstrong in his Presidential Address in 1915 referred in passing to the question of the domination of the college over the high school as prominent during the period from 1906 to 1910. (*Proceedings*, 1915, p. 8) His fifteen years on the Executive Committee (1901-1915) gave him insights into Association affairs that must be accepted as valuable. He believed it to be largely the fault of the high school men themselves that there was some college domination. He saw no desire on the part of the colleges to hold matters in their own hands." Armstrong to Grinnell, February 4, 1934.

<sup>28</sup> *Proceedings*, 1912, p. 30.

did not share in the work, those who prepared the definitions in most cases sought the cooperation of committees of other associations and of national subject groups, and in a few instances supplemented this by sending out circulars to teachers and principals, and studying the suggestions made.

#### TOWARD THE ACCREDITING OF COLLEGES

As the procedures of secondary school accrediting developed and accrediting itself gained favor, the demand for the next logical step, the accreditation of colleges and universities became more insistent. It is doubtful, indeed, if any questions were more in the minds of members of the Association during its third half decade than "Shall we accredit colleges?" and later, "How shall we accredit colleges?" The issue was not new. It had been inherited from the previous period and had not yet gained substantial backing. Nor were colleges actually to be accredited during the period now under discussion, but the plan was to be adopted, machinery set up, and inspection launched. The struggle to round out the work of the Association was definitely to be won.

Victory might have been delayed much longer had not the movement been given a powerful impulse in 1906, when it was vigorously championed by two of the most influential men of the Association, President G. E. MacLean,<sup>82</sup> University of Iowa, and G. N. Carman,<sup>83</sup> Di-

rector of Lewis Institute, Chicago. President MacLean opened the issue in his Presidential Address by asking,

"At this meeting of the Association is not the time ripe for extending the work of the Commission on Accredited Schools to make a provision for a list of accredited colleges coordinate with a list of accredited fitting schools?"

He pointed out that two points of departure had already been made in votes of the Association relative to Ph.D. degrees and units of work required for entrance. Moreover, the machinery already existed in the Commission.

More telling was a paper by Carman on "Shall We Accredit Colleges?" He reminded members of the Association that previous understandings had made it the duty of the Association to do five things, three of which related to colleges and two to high schools. The Association had bound itself to certain principles when it had established the Commission. Up to that time, however, it had limited its activities chiefly to the high school side of the program, and had done this (1) by defining unit courses of study, (2) by securing uniformity in the standards and methods of high school inspection, and (3) by preparing a list of accredited high schools. With reference to the college its duty was (1) to serve as a standing committee on uniformity of entrance requirements and (2) formulate methods and standards for the assignment of college credit for work done in high schools in advance of the college entrance requirements.<sup>84</sup>

He pressed for college accrediting mainly on the grounds (1) that the Commission could not define units of college work without inspecting the colleges, (2) that the better equipped high schools

ter, MacLean to Grinnell, January 1, 1934), and C. H. Judd (Letter, Judd to Grinnell, January 3, 1934), men who were themselves prominent during this stage of Association history.

<sup>84</sup> *Proceedings*, 1906, pp. 81-87.

<sup>82</sup> MacLean was President of the Association at the time, President of the National Association of State Universities, and was largely responsible for the forming of the National Conference Committee on Standards of Colleges and Secondary Schools. He served as Chairman of the Conference throughout most of the period. He became chairman of the Commission on Accredited Schools in 1908.

<sup>83</sup> Carman had been treasurer of the Association from its founding to 1901 and secretary of the Commission from its inception in 1901. He was President of the Association in 1902. The leadership of Carman during this period is further attested to by A. S. Whitney (Letter Whitney to Grinnell, January 13, 1934), G. E. MacLean (Let-

might be encouraged to do at least two years of college work, (3) that the time had come when the Association ought to do systematically and consistently what it has always done in a haphazard way, and (4) that half of the work then done in secondary schools and colleges covered ground common to both.

The first direct action following Carman's talk was the passage of a motion, put by him in his paper and offered later by Superintendent Nightingale, that the name of the Commission on Accredited Schools be changed to the Commission on Accredited Schools and Colleges. On motion, the Commission was also instructed to report at the annual meeting on the advisability of adopting a plan for the inspection of colleges and universities and for the standardization of their work.<sup>35</sup>

The Executive Committee of the Commission, to which the important question was referred by the Commission proper, included Harry Pratt Judson, University of Chicago, J. H. Baker, University of Colorado, and George N. Carman, Lewis Institute.<sup>36</sup> They did not report in 1907 as instructed, but continued to study the problem. It was a delicate issue, and many members, particularly among the college men, were not in sympathy with the idea. Indeed,

<sup>35</sup> This motion was offered by Professor Hicks as a substitute for a somewhat more impetuous move by Nightingale, asking that the machinery be set in motion for inspecting and accrediting of colleges. Nightingale's motion was tabled. The Association was not yet ready to commit itself to the plan.

<sup>36</sup> Judson was chairman, Baker, vice-chairman, and Carman, secretary. It is important to note that all three men were veterans of the early, formative years of the Association.

<sup>37</sup> A. S. Whitney, Inspector, University of Michigan, and Chairman of the Board of Inspectors, said in a letter to the writer (January 13, 1934): "The opposition was due entirely to a feeling on the part of the majority that it was too delicate a movement to enter upon without more careful consideration. There was a feeling that colleges

much of the support given it was so qualified that it might well have stimulated universal doubt as to the wisdom of venturing on the enterprise. President E. J. James, University of Illinois, professedly a supporter of the movement, raised one of the objections frequently heard. In his Presidential Address in 1908 he said:

All this work of standardization has its disadvantages as well as advantages. When we once accept definitions we bind ourselves in important respects. Our institutions begin to crystallize and harden. Progress becomes difficult; changes are hard to make.

But the cause had gained decidedly in favor by 1908, and the Committee had prepared its report carefully. President MacLean, who had that year taken Judson's place as Chairman of the Commission, reviewed the action of 1906 by which the name of the Commission had been changed and the body instructed to report on the advisability of adopting a plan for college accrediting. The members of the Commission were not yet, he said, ready to recommend the adoption of the report in its present form but submitted it in a manner designed to lead to a discussion of the main features involved in the inspection of colleges. Clearly the Commission was still approaching the issue with some doubts.

But the report had the desired effect. Questions, comments, and suggestions followed, chiefly concerned the forming of a Board of Inspectors. Some advocated using the existing Board; others sug-

would look upon it as an interference with their own private domain and would resent it.

J. E. Armstrong, a member of the Executive Committee of the Association throughout the first fifteen years of the century, speaking from the viewpoint of a high school principal wrote: "After the standards were set up for high schools, we of the high schools felt the colleges were as much in need of being standardized as we were. At first this was indignantly opposed by some of the college men . . ." Armstrong to Grinnell, February 14, 1934.



gested different groups. The upshot of the discussion was the adoption of a motion made by Nightingale, that the report be recommitted.

The next day definite recommendations were made to the Association and adopted, marking another important mile post in the development of the North Central Association. The recommendations were

1. That the Commission undertake the work of inspecting and accrediting colleges of liberal arts, whether separate or in universities through a committee of three in each state. The Committee shall be constituted as follows:

The first member shall be an inspector of schools. (a) In states having such an official the inspector of schools appointed by the state university. (b) in other states the inspector of schools appointed by the state authority, or if there is no such official, such person as the secretary of the Commission may select.<sup>38</sup>

The second member of the Committee shall be a president or Dean of a college institution in this Association, selected by the officers of the Commission.

The third member shall be a superintendent or principal of a secondary school in this Association selected by the officers of the Commission.<sup>39</sup>

The inspector shall be the organ of communication between the colleges and the Commission.

2. The inspection will be upon invitation.

3. The accrediting shall be upon vote of the Association upon recommendation of the Commission, based upon the report of the Committee of Inspection.

4. The Commission shall report at the next meeting of the Association the standards for accrediting.

5. The officers of the Commission are authorized to make blanks to secure the necessary data for the use of the accrediting committee.

6. In case the Association at its present meet-

<sup>38</sup> This rule obtained at the time with reference to high school inspectors.

<sup>39</sup> It will be noted that two of the members of the Committee for each state (and in some cases all three members) were to be appointed by the officers of the Commission, that is, the chairman, the vice-chairman, and the secretary. Thus, much more responsibility was added to a small group which already had become a power in the administration of Association affairs.

ing is ready to set standards for accrediting, point four above is withdrawn.<sup>40</sup>

The report was adopted when the chair (President E. J. James) asked what was to be done with it. The six points provided definite machinery for accrediting and kept the control in the Commission. To a large extent it was kept in the executive committee of the Commission.

But the Association was not ready to set standards; hence point four was operative. The Commission therefore set to work to devise suitable standards. It made use of information gathered by the Carnegie Foundation and the reports of the United States Commissioner of Education; it also used some of the reports of the Association of American Universities.

By way of introduction, President MacLean, who presented the standards the next year, told the Association that it was the hope of the Carnegie Foundation, of the Association of American Universities, and of the National Association of State Universities that within two years the Association could so digest its data and develop the points that were offered that reasonable and fair standards might be had for what was called a standard American University. Since the standards were the first to be prescribed by the Association for colleges and universities, they are included here in full:

1. The Standard American College is a college with a four years' curriculum with a tendency to differentiate its parts in such a way that the first two years are a continuation of, and a supplement to, the work of secondary instruction as given in the high school, while the last two years are shaped more and more distinctly in the direction of special, professional, or university instruction. For students who are not to enter professional or graduate schools, and for those who are willing to lay a broader foundation for their professions than is laid by those who specialize at the end of the sophomore year in the university, the four years college work may be treated as

<sup>40</sup> *Proceedings*, 1908, pp. 121-22.

a unit. For those who have chosen their professions that last two years in the best independent colleges should provide ample opportunities for training preliminary to the professions. The independent college may thus become a cooperative university college.

2. The minimum scholastic requirement of all instructors shall be equivalent to graduation from a college belonging to this Association and graduate work equal at least to that required for a Master's degree. Graduate study and training in research equivalent to that required for the Ph.D. degree is usually necessary, but an instructor's success is to be determined by the efficiency of his teaching, and not by his research work.

3. The college shall require for admission not less than fourteen secondary units, as defined by this Association.

4. The college shall require not less than twelve college units, or 120 semester hours for graduation.

5. The character of the curriculum, the efficiency of instruction, the scientific spirit, the standard for regular degrees, the conservatism in granting honorary degrees, the tone of the institution shall be chief factors in determining efficiency.

6. The college shall be provided with adequate books in the library and laboratory equipment to develop fully and illustrate each course taught.

7. The number of hours of work given by each instructor will vary in the different departments. To determine this the amount of preparation required for the class and the time needed for study to keep abreast of the subject, together with the number of students, must be taken into account.

8. The college must be able to prepare its graduates to enter without conditions as candidates for advanced degrees from reputable graduate colleges.

9. No institution shall be considered for membership or retain membership unless a regular blank has been filed with the Commission, and is filed triennially, unless the inspectors have waived the presentation of the triennial blank.

10. The local inspector shall be the organ of communication between the college and the Commission.<sup>41</sup>

Approval had now been given to the idea of accrediting institutions of higher learning, the machinery of doing so had been

set up, and standards had been framed; yet the actual accrediting waited. Another year passed before the committee which was to inaugurate the work of inspecting colleges was appointed by the Commission. But when appointed, it included Professor A. S. Whitney, University of Michigan, who had directed the accrediting of high schools since the beginning; President J. H. T. Main, Grinnell College; Dean E. A. Birge, University of Wisconsin; Principal G. W. Benton, Indianapolis; and Superintendent J. S. Brown, Joliet, Ill. Three of these five members represented higher institutions; two secondary schools; but all were seasoned in Association service.

The following recommendations with regard to the procedures of this committee were then approved:

1. That the State Committees for inspecting colleges shall organize on or before May 1, 1910.

2. That they be instructed to return reports on all colleges in their respective territory by July 1, 1910. These reports are to be referred to a Committee of Five, appointed by the Commission, which committee is instructed to tabulate all reports and make recommendations not later than November 1, 1910, as to the standards of the Association. If possible the committee will present a list of colleges which have been inspected by the state committees, for consideration at the next meeting of the Association.

3. The Committee of Five is instructed to send to the State Committees for use during the inspection such instructions as may be necessary to supplement the data called for in the report blanks already issued.

4. The Committee of Five shall consist of one inspector of schools, two secondary school men, and two representatives of colleges and universities. The secretary of the committee shall be the chief executive officer.<sup>41a</sup>

Thus finally at the close of the third half decade, the Association through the Commission and its committees set itself to the inspection and accrediting of colleges and universities. From the beginning, direction of the work was centered

<sup>41</sup> *Proceedings*, 1909, pp. 52-54.

<sup>41a</sup> *Proceedings*, 1910, p. 69.

in the executive committee of the Commission—Judson, Baker and Carman to 1908, and thereafter (until after the work was fairly launched) MacLean, Baker, and Carman. In the launching of the new accrediting project, as in the developing of high school accrediting, A. S. Whitney was given an important part to play.

#### THE ASSOCIATION PROPER

The educational trends of the times were mirrored in the deliberations of the general assembly of the Association as well as in the works of the Commission. Changing viewpoints respecting both the matter and manner of education and the organization of both secondary and higher education found expression and support therein. In time, too, these deliberations bore fruit in action. It is interesting to note, also, that what has been approached and discussed as somewhat revolutionary in the first half decade of the century, was frequently ardently expounded and fostered in the second. In its attitude toward new educational issues the North Central Association had been (and continued to be) decidedly progressive.

Chief among these issues was vocational education. In its several aspects it had been before the Association from time to time since 1900, but it was not until 1907 that it began to loom as a major issue. For several years thereafter it increased in importance, becoming indeed the first question of the period in point of time given to topics.

Interest was stimulated in the subject in 1907 by Charles A. Bennett, Bradley Polytechnique Institute. He made a distinction between manual arts work (which he held was largely cultural) and industrial education or trade instruction, which, he claimed, was commercial in intent.

He advocated (and received support

from Superintendent Elson of Cleveland and others) more technical and practical courses and better preparation of teachers on the technical side. Though the disposition of the assembly was positive, no action resulted.

The time given to the issue was increased the following year when Dean Woodward, Washington University, reported for the Committee on Manual Training for Girls, and when papers were read on Commercial and Industrial High Schools vs Commercial and Industrial Courses in High Schools. Open forum discussions followed both sessions. That year sufficient missionary zeal was aroused for the Association to bring about the creation and appointment of a Committee to the National Education Association to urge investigation and report in that body. Unfortunately for the cause, lack of financial provision by the National Education Association made immediate results impossible. This the Committee reported back to the Association in 1909, but called attention also to the promise of the Council of Education of the United States to name a committee to investigate the subject. The Committee report closed with a statement that indicated the growing importance of the problem: "We have since been lead to believe that this Committee will be named at the Denver meeting of the National Educational Association, and we look forward to this action with great anxiety, because the subject of industrial education is rapidly demanding some kind of solution."

Meanwhile the Association pressed forward on its own account to thresh out the issues. Units in the vocational studies were defined, and a full program for 1910 was planned. That year Dean Woodward, who was chairman of the Committee on Manual Training, devoted the Presidential Address to industrial education. He made a plea for the



"neglected half," those who leave school through lack of interest, and he outlined attacks on the problem through corporation schools, private trade schools, public trade schools, and cooperative schools. It carried not only the dignity of a presidential address, but the weight of sound argument and persuasion as well. To further his arguments, expository papers were given during the afternoon session to the Association. These papers dealt with the work of the Cleveland Technical High School, The Fitchburg Plan of Industrial Education, and the Vocational School. All of the speakers insisted on the need for more of the sort of education implied in the papers. An atmosphere of enthusiasm for vocational training pervaded the assembly and suggested the likelihood of resultant action.

During the sessions no other curricular issue received more than passing attention by the general assembly, though the Commission, as has been shown, was very much preoccupied with all phases of education. The reorganization of secondary and higher education, was, however, arousing popular attention. In particular the six year secondary school, with the junior high school idea included, was gaining advocacy. Nevertheless, there were a number who opposed it. Among these was Principal G. W. Benton of the Shortridge High School, Indianapolis. As early as 1906 he attacked the proposal as adding to an expense that was already becoming too great. His general theme, based on a questionnaire study through secondary school men, was that colleges should liberalize entrance requirements and make possible utilitarian subjects. Until that was done, said he, increasing expense of the high school would make inadvisable the consideration of plans such as the six-year high school.

In 1910, the year of the establishment of the first junior high school in Berke-

ley, California, W. A. Greeson, Superintendent of Schools, Grand Rapids, Michigan read a paper entitled "The Six-Six Plan of Organizing Public Schools. He held that industrial education was one of the forces behind the consideration of the new school organization thus proposed. In his Presidential Address the same year, Principal E. W. Coy, Cincinnati, enumerated some of the problems of secondary and higher education. Among those which he recognized were the agitation for industrial education, the deficiencies in school articulation, and pupil differences which were giving rise to a demand for school reorganization. He felt the time to be a period of agitation of great changes, with radicals and extremists occupying the center of the stage.

One of the foremost problems touched upon by Coy was coeducation. It had been growing apace as a practice since the founding of the Association. Both in secondary schools and in colleges the percentages of girls had increased greatly without changing the essential bent of the curriculum, which was designed principally for boys. What should be the education of women? was a question frequently asked. In the vocational field Dean Woodward's Committee on Manual Training for Girls had essayed to answer the problem in a limited field. In order to deal with the problem in all its aspects, an entire session of the meeting of 1907 was devoted to it. The co-educational plans of various universities and high schools were presented and most of the leaders read papers or entered the open forum discussion. The session was a festival of enlightenment, a sharing of experience; and though the Association took no regular action the session without doubt exerted influence on the policies of the individual schools.

Athletics, which had given the Association so much concern during the pre-

ceding half decade, claimed the spotlight only once during this period. That was in 1909. To support a national movement to secure appropriate benefits of intercollegiate athletics, it was resolved that the Association offer five principles of action, which were stated. After discussion pro and con, the matter was referred to the Committee on Athletics, where, after the recommendation had been made that the Association reaffirm its previous acts in reference to athletics, the matter was allowed to rest.

One of the earliest debates on the Association floor had concerned the teaching of college freshmen. In 1906, in a discussion of supervision of work of high school and college freshmen, the matter was before the assembly again, with less attention to actual pedagogy and more attention to the new field of guidance. The discussion was under the lead of Dean Thomas Arkle Clark, University of Illinois, who was impelled by the interest aroused to make a questionnaire study of practice all over the country. In 1908, he reported his findings to the Association and concluded with the statement that what was being done was somewhat mechanical and machine-like, with little attention paid to the needs or habits of the individual student. No official action resulted, but both higher and secondary education men expressed themselves in favor of more guidance activity of a constructive sort.

The Association continued its policy of maintaining relations with other educational groups through what means were available. The Committees on Definitions of Units in the several subject fields had sought the cooperation of all organizations interested in the same work, and the Commission had referred to other groups in its preparations to accredit colleges. Delegates continued to attend the meetings of the College Entrance

Examination Board and the Conference on Uniform Entrance Requirements in English.

The former of these bodies had been growing in status, particularly throughout the East and among the private colleges. Principal E. L. Harris was the delegate from the Association. His report in 1906 was to the effect that the Board declined to take action on the Association request that it make examinations on requirements set by the Conference on Uniform Entrance Requirements in English for 1909, 1910, and 1911. The following year Harris concluded his report: "Your delegate believes that the College Entrance Examination Board is doing a great work and that the North Central Association should cooperate with it in the question of definitions and college entrance requirements."

The Association did cooperate with the Board during the following year when it sent two representatives to meet with the Board's Committee on Definition of Physics for Secondary Schools. It is difficult, however, to point to any significantly fruitful relationship enjoyed with the Board except in the definition of units. It will be remembered that a missionary spirit guided the sending of a delegate at first; and when the relationship was finally severed in 1918, it was after several years of inactive affiliation and loss of interest. As the Association got deeper into its own work, its interest in groups other than the accrediting associations appeared to wane.

Largely through the leadership and enthusiasm of President MacLean, the Association entered with good spirit into the National Conference Committee on Standards of Colleges and Secondary Schools when it was projected by MacLean in 1906. The growing interest of the Association, at the time, in college standards made the relationship valuable. Though the Conference Committee was

several years in perfecting its organization, it set to work under the presidency of MacLean (and with representatives from eight major organizations) to study standards of colleges and universities. It influenced materially the work of the North Central Association Commission in its preparation of college standards.

Membership during the years from 1906 to 1910 remained fairly constant except for a sprint of college membership from forty-five to fifty-seven in 1908, a leap in the secondary school quota the following year from seventy-six to ninety-two; and an accompanying increase in individual membership from fifty-two to sixty-five. These figures, however, represent almost the total gain during the period. The high school total was eighty in 1906 and ninety-six in 1910, a gain of sixteen, of which twelve were added in the one year. Individual memberships, like the high schools, decreased from 1906 to 1908 so that the total gain for the period was made in the one year.

This tendency in membership is partly accounted for by the care with which the Executive Committee sought during the first two years of the period to continue the parity in membership required by the constitution, and by the removal of that clause in 1908. The clause was inserted by the founders to insure against domination by either factor; moreover it was desired that the membership remain small, that is, no more than 150.

The small membership appears to have been held desirable by the leaders throughout the intervening years. It afforded a working group, most of whom knew each other and were able to work effectively together.<sup>42</sup> But by 1907 the

pressure to admit more secondary schools was fast becoming great. Moreover it had been necessary for several years to keep the college balance up by admitting more individual members from the higher institutions. In 1907 it was decided that no more secondary schools should be elected, at least until the constitution was changed. The problem was particularly difficult since high schools were rushing to the accredited list, and accredited high schools had been invited to membership. The Executive Committee saw no way out of the difficulty except to abolish the constitutional provision requiring it to keep the membership equal as between higher and secondary schools.

A year's notice was required for constitutional changes. When the Executive Committee offered the amendment in 1907, it was with the explanation that there had never been an occasion in the Association when the representation of secondary education had voted one way and the representatives of higher education another way. In conclusion the Committee said: "The Executive Committee favors a policy that will enable us to recommend desirable institutions for membership as they may apply, whether they be higher or secondary."

The next year the clause was stricken from the Constitution and, ironically enough, the first real dissension between the two types of schools flamed, as has been described, in the matter of the definition of a unit course of study. The same year a needed section bearing on membership was added to the constitution. It was to the effect that a membership would lapse if dues remained unpaid for two years. An interpretation (not in the constitution) declared that secondary schools and colleges whose membership had lapsed could become members only by making a new application and being duly approved.

<sup>42</sup> This point was stressed by both Carman and Whitney in letters to the writer. Carman to Grinnell, May 29, 1934; Whitney to Grinnell, January 13, 1934.



Membership was further affected, though not immediately, by an amendment in 1910 to Section 6 of Article III, adding: "After April 1, 1912, no college or university shall be eligible to membership which is not on the list of accredited colleges of the Association."

At the same time section 4 of Article III was changed so that colleges requiring only fourteen units instead of fifteen for admission might become members. The practice of requiring fifteen units had not been followed by all member colleges, nor enforced by the Association in admitting to membership. Moreover, the College Standards, adopted in 1909, had required but fourteen hours for admission to college. Accordingly this amendment appears to have been timely and logical.

It has been shown that a small membership was held to be desirable throughout the early years, as such a limited number afforded a good working group. The same men attended meetings year after year and occupied positions of leadership in the Association. A cursory examination of the official personnel, particularly those in key positions, during the third half-decade, shows that they were men who had formed their alliances with the Association in the first year or two of Association history. Of the five presidents during this period, Harris was a founder, Coy, Woodward, and Benton were active after the first or second annual meetings, and James had only a little less of service. The Treasurer, J. E. Armstrong, had been an officer since 1901 and had been interested and active since the beginning. All of the members of the Executive Committee of the Commission, which, it has been seen, had been given much of the executive power of the Association, were among the earliest leaders of the Association. Judson, Carman, and Baker (and, after 1908, MacLean) were the officers. All

had records of distinguished service in the Association before the founding of the Commission.

That the direction of the Association had continued to rest largely in the hands of men who had conceived and shaped the foundation principles is important, particularly in view of the fact that at no time during the half decade from 1906 to 1910 did the registered attendance at meetings fall below 127, the number for the 1906 meeting, and it reached as high as 212 the final year of the period.<sup>43</sup> Presumably all had voices of the floor, and no means had been taken to restrict voting to official delegates.<sup>44</sup> The policy of having the chair appoint a nominating committee, which in turn nominated officers for the ensuing year, could, of course, have served well to keep the important offices in the hands of men well established in Association service. The members at large of the Commission were appointed by the Chair also. There is no indication, however, that either practice was in any respect unsatisfactory to members. Indeed, the Association approval of the list of nominees for office became a routine matter.

If the membership was increasing slightly and revenues enlarging as a result of the graduation in fees which became effective in 1905, the expenditures were also increasing rapidly. Whereas the outlay for 1901 had been \$135.40, it was \$615.33 for 1909. The expenses of 1901 had included printing of Proceedings; printing, stationary, and postage; and expenses of the Executive Committee (\$19.30). For 1909 they had come to include such items as expenses of committee to College Entrance Examination Board and national conferences, clerical assistance, express, and expenses of the

<sup>43</sup> Registration rolls were published regularly after 1900.

<sup>44</sup> Letter, December 29, 1933. Carman to Grinnell. Carman was an officer of the Association throughout the first eighteen years.

Board of Inspectors. A shortage of funds, was not, however, felt, after the graduated fees were imposed, until the work was further expanded in the fourth half-decade.

#### SUMMARY

1. Accrediting of secondary schools during the third half decade made decided gains both in number of schools added to the list and in influence upon secondary education. Even out-lying states doubled and tripled their number of accredited schools, and new states sought affiliation with the North Central Association and the benefits of accrediting.

2. In the meanwhile the machinery for accrediting was being improved. Some of the standards were changed as the Board gained more complete knowledge of the schools, and others were added. In 1906 a standard relating to graduation of students was added and was supplemented in 1909 by a statement limiting the pupil load. Requirements for school buildings were added in 1907. The four standards of 1902 grew by revision and enlargement to twelve in 1910.

3. The Board of Inspectors sought to learn through committees something of appropriate professional requirements for teachers. The first standards had carried a clause advising professional training, but it had not been retained in subsequent years. Now something more specific and mandatory was desired. The Board also was concerned about the increase in teachers without college degrees, following the greatly augmented popularity of vocational education.

4. The Commission, in the meanwhile, was directing a detailed study of high school curricula. In 1906 the work was given impetus by the appointment of standing committees, consisting of one high school and one college representative from each state, on definitions of

units in the several subject fields. Most of these committees made their major reports in 1910, culminating the first important phase of curriculum activity: the clear and definite description of subject matter. Though many agencies had been used in formulating the units, the actual work with each committee was done in most cases by the chairman and a small number of each group. This gave rise to a feeling in some quarters that the college dominated the definition of units.

5. Opposition was aroused against the so-called domination of the universities when the Commission attempted to obtain approval for a change in the 1902 definition of a unit course of study in the secondary school. The new definition would require thirty-six weeks with five periods per week of forty-five minutes each, instead of thirty-five weeks with four or five periods of forty-five minutes per week. Finally after a heated discussion, a special committee was appointed, which presented a compromise definition retaining the thirty-six weeks but permitting the alternative of four or five periods per week. The next year, however, the Association adopted without opposition of moment, a definition of a unit course requiring 120 sixty-minute hours, which in effect restored the five periods per week for thirty-six weeks favored by the Commission in 1908. The new definition was retained and a similar one, defining a college course as one including not less than 150 sixty-minute hours, was adopted. Both definitions took laboratory and shop courses into consideration for the first time.

6. In the closing year of the period the Commission set graduation requirements from the secondary school and entrance requirements of the college at fifteen units, according to the new definition. At the same time it went on record as advocating the granting of college

credit for work done in secondary schools beyond the required fifteen units, thus promoting the junior college.

7. The movement toward the accreditation of colleges was approached gingerly; but a few leaders held persistently to the cause and before the end of the period, machinery had been devised, college standards drawn up, and a committee to inaugurate the work appointed and instructed. G. N. Carman, G. E. MacLean, Harry Pratt Judson, and J. H. Baker were most intimately connected with the rise of the movement and with the formulation of definite plans.

8. The Association was now on the eve of rounding out its accrediting work; the cause had gained sufficient backing to be assured. It was being watched with some anxiety by the National Association of State Universities and the Association of American Universities. The growth of the movement had been much slower than the earlier one for high school accrediting had been, but its foundations well-laid and the leaders were encouraged as they faced the future.

9. The Association proper lent itself to detailed study and discussion over several years of a problem very much in the public mind—vocational educa-

tion. A committee to urge the National Education Association to investigate vocational education was appointed in the Association, units of study were formulated, papers were presented on its various forms and aspects, and it colored deliberations and actions in other fields. Yet, at the close of the period it presented no less a problem than at the beginning.

10. Other issues receiving more than passing attention of the Association were the six-six plan of school organization, coeducation, and guidance of college and high school freshmen. Interest of the Association proper was shifting from college entrance and curriculum to other phases of education.

11. The Association was still cleaving to the ideal of a small working body. Most of its officers had been active on its committees and in its deliberations since the earliest years. The first step away from the equalized and limited group was taken in 1908 when the clause requiring parity between college and secondary school was stricken out. The secondary school membership made a substantial increase the following year. The total membership, over the five years, however, may be characterized as having but slight gains.

#### PART VI. STANDARDIZING THE COLLEGES, 1911-1915

At the opening of the fourth half decade of the North Central Association's existence the anxious attention of the Association, and, to a significant extent, of leaders of higher education all over the country, was turned on its experiment in college inspection and accrediting. No one expected precipitate action. The decision to accredit had waited on several years of deliberation, and several more years had gone into making all needful preliminary investigations and preparations. But in 1910 it seemed that the last

of the preparatory moves had been made. A committee to inaugurate the work was appointed, equipped with instructions, and provided with standards for judging the liberal arts colleges both in the universities and separately.

It was not presumed that a list of approved colleges would be ready the next year, but an amendment to the constitution in 1910 had made a list imperative by 1912. The amendment had specified that after April 1, 1912 no college or university would be eligible



for membership which was not on the list of accredited colleges.<sup>1</sup> When, therefore, the Commission pursued its work through 1910 and 1911 and came to 1912 without having consummated its plans and prepared a list, it was forced to the device of securing adoption of a resolution giving all member colleges and universities of the Association the accredited status for one year.<sup>2</sup>

The inherent difficulties of the work rather than inactivity on the part of the Committee had caused the delay. It had, in fact, been found necessary to enlarge the Committee of Inspection from five to seven. This was done in 1911 on motion of G. N. Carman, chairman of the Commission.<sup>3</sup> At the same time Carman caused the phrase "based upon the report of the Committee of Inspection" to be stricken from the enabling act which read, "The accrediting shall be by vote of the Association upon the recommendation of the Commission, based upon the report of the Committee of Inspection."<sup>4</sup> The Commission thus assumed responsibility before the Association for its recommendations to the list.

By 1912 the Committee on Inspection and the Commission had found the original standards not altogether satisfactory. A list materially revised and augmented was submitted for approval. Five important new requirements were added as Standards 5, 6, 7, 8, and 11. Numbers 5 and 6 concerned support, not hitherto mentioned at all; number 7 dealt with departmental organization of the college, and number 8 with building and equipment; number 11 carried the first mention of class size. As adopted they read:

5. The college, if a corporate institution, shall possess a productive endowment of not less than \$200,000.

6. The college, if a tax-supported institution, shall receive an annual income of not less than \$100,000.

7. The college shall maintain at least eight distinct departments in liberal arts, each with at least one professor giving full time to the college work in that department.

8. The location and construction of the buildings, the lighting, heating and ventilation of the rooms, the nature of the laboratories, corridors, closets, water supply, school furniture, apparatus, and method of cleaning shall be such as to insure hygienic conditions for both students and teachers.

11. The college shall limit the number of students in a recitation or laboratory class to thirty.<sup>5</sup>

Here was manifest a disposition to insure against inadequately supported or equipped colleges being approved and to raise the level of instruction by setting minimum quantitative standards. An important supplement to another standard should also be remarked. The earlier requirement for instructor's load had been general, saying that the hours would vary in the different departments and that all factors should be taken into account.<sup>6</sup> Now a very definite clause was appended, ". . . but in no case shall more than eighteen hours per week be required, fifteen being recommended as a maximum."<sup>7</sup>

The long, preliminary definition of the college was curtailed in 1912 (and dropped altogether in 1914) on the assumption that the standards defined the college. Standard 10 of 1909 was also omitted in 1912 because it was not really a standard but simply a statement of the function of the local inspector. For the same reason number 9 of the 1909 list, which required the filing of blanks with the Commission, was no longer retained as a standard, though it was appended to the list as necessary instruction to the colleges.<sup>8</sup> It may be seen,

<sup>1</sup> *Proceedings*, 1910, p. 21.

<sup>2</sup> *Proceedings*, 1912, p. 23.

<sup>3</sup> *Proceedings*, 1911, p. 104

<sup>4</sup> *Ibid.*, p. 104.

<sup>5</sup> *Proceedings*, 1912, pp. 24-25.

<sup>6</sup> *Proceedings*, 1909, p. 53.

<sup>7</sup> *Proceedings*, 1912, p. 25.

<sup>8</sup> *Ibid.*, pp. 25.

therefore, that the trend in 1912 was decidedly toward expansion and clarification of the list of principles designed to guide the inspectors in their work.

In 1913 the first list of accredited colleges appeared. Apparently, however, the inspectors had been compelled to show some leniency in the application of the standards, for the Commission reported that the officers were authorized to warn those colleges on the approved list whose practices departed in their judgments in any measure from the standards.<sup>9</sup> In the matter of endowments, particularly, colleges were marked with a star and given a year of grace on the list to meet the requirements.<sup>10</sup>

The list included seventy-one colleges from fifteen states.<sup>11</sup> Ohio and Illinois had seventeen and sixteen respectively, while at the other extreme, four states, Colorado, Kentucky,<sup>12</sup> North Dakota, and Oklahoma had one each.<sup>13</sup> The Commission was troubled about what to do with the normal schools and "normal colleges." For the time being it ordered those which were then members of the Association to be retained on an unclassified list for one year. There were five on the list. In the meanwhile, the officers of the Commission were to prepare a report dealing with the matter of an approved list for such institutions.<sup>14</sup>

The normal schools had been considered secondary schools when the issue of their classification first aroused at-

tention in 1898. Though some doubt was entertained at that time of the appropriateness of the classification, the normal school representatives were satisfied with their status.<sup>15</sup> During the years that followed, however, the character of the normal schools took on important changes. Some of them began to do work of a definitely college type. With this change came another. Some of them turned to a four-year college organization, especially after the accreditation of high schools had gained impetus enough to make the degree teacher much in demand, and some to a two-year college organization. In 1913 when the first list was prepared, the question was complex.<sup>16</sup>

Further importance must be attached to the year 1913 for the appearance before the Association that year of K. C. Babcock, then Specialist in Higher Education of the United States Bureau of Education, but active almost constantly thereafter in the accreditation of higher institutions in the North Central Association. Probably no single person, with the exception of C. H. Judd and George N. Carman, had so much to do with the establishment of procedures and standards during the early years of standardizing higher institutions as did K. C. Babcock.<sup>17</sup>

Babcock read a paper entitled, "The

<sup>15</sup> See Chapter IV.

<sup>16</sup> See W. P. Morgan, "Teacher Training Institutions and the North Central Association." *NORTH CENTRAL ASSOCIATION QUARTERLY*, V (September, 1930), 225-38.

<sup>17</sup> In a reminiscent moment in an Association meeting in 1930, Babcock said:

"Since the early days that seem so far away now, 1912 or 1913, when three or four of us conspired together to fix the standardizing business upon this newer, higher educational level, we have seen the development of this power in the Association. While the speaker of the Middle States and Maryland referred to the consulship of Judd and Babcock and to later consulships, I think he would have to admit that these consuls have not been without blood on their hands for a good part of the time of their service." Remarks, *Proceedings*,

<sup>9</sup> *Proceedings*, 1913, p. 6.

<sup>10</sup> *Ibid.*, p. 57.

<sup>11</sup> The college membership in the Association the same year was 68. See Tables III and VIII in the Appendix.

<sup>12</sup> Thereafter Kentucky withdrew from the North Central Association. It was considered in the logical territory of the Southern Association rather than of the North Central Association. Kentucky secondary schools had been accredited in 1912 also.

<sup>13</sup> See Table VIII in Appendix.

<sup>14</sup> *Proceedings*, 1913, p. 57.

Naming of an Approved List of Colleges." In it he postulated four principles upon which approval of a list of colleges must proceed. Briefly, they involved (1) the level on which the work of the institution is developed, (2) stability and permanence for the work of the institution on the level it selects, (3) a firm, intelligent, informed, high-minded administration of the educational work of the college, and (4) the kinetics of the institution's intellectual life.<sup>18</sup>

Not all attitudes toward a list of approved colleges and attendant matters had been favorable, he reported. An Eastern commentator was quoted as skeptical, seeing the work as imposed by the universities. Church sentiment, he found, was in some quarters, at least, for no state interference in education above the high school.<sup>19</sup>

He pointed to the need of an approved list of American Colleges, not only for students and colleges at home, but to afford information to foreign countries. An official request had come to him a short time before from the Ministry of Public Instruction of one of the great European countries, for a list of American colleges whose degrees might be accepted in that country as the equivalent of the baccalaureate of its own institutions. Such a list could be furnished only provisionally. He urged strongly the cooperation of such organizations as the North Central Association, especially with conditions as they were, of permanent valuation of institutions, through the preparation and continual

improvement of a list of approved colleges.<sup>20</sup>

Under the impetus of the first published list, the urging of the Specialist from the United States Bureau of Education, and their own growing faith in the work, the members of the Commission pressed forward. Babcock became Dean of Liberal Arts at the University of Illinois, and plunged into the work of the Association whole-heartedly. In 1914 a resolution was adopted and a representative appointed to serve as a member of a committee, to which other bodies were asked to send representatives, to cooperate with the United States Commissioner of Education in preparing a classical list of colleges—if it seemed advisable.<sup>21</sup>

At the same meeting, the Commission was preparing to enlarge the list. Judd, as Secretary of the Commission, explained to the Association that the existing standards for colleges and universities were evidently drawn up with the college of Arts and Science as the chief, if not the sole, consideration. Two stands he held now to be tenable: first, to maintain and to strengthen present standards; and second, to adopt a policy of expansion, which would necessitate a modification of the standards and a revision of the approved list.

He indicated the advantages of the small, exclusive membership, which at first sight seemed to have the better of it. The relation to high schools was simple; the Association was relatively homogeneous; the standards were fairly easy to enforce. On the other hand, the present small list, as he pointed out, included institutions of widely different character. About half of the institutions paid their faculties less than \$30,000 per annum while at the other extreme were institutions paying \$500,000 or

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Babcock was secretary of the Commission on Institutions of Higher Education from the time of its creation in 1916 until 1925. During the same years Judd was chairman. The Executive Committee of the Commission, as of the earlier, general commission wielded much power.

<sup>18</sup> *Proceedings*, 1913, pp. 82-103.

<sup>19</sup> *Ibid.*, p. 102.

<sup>20</sup> *Ibid.*, p. 102.

<sup>21</sup> *Proceedings*, 1914, pp. 119-20.



more. Obviously with so much variation in size and range of courses the effort to keep relations simple could hardly be expected to succeed.<sup>22</sup>

These considerations led the Commission to recommend that the list of approved institutions be enlarged. The recommendations continued:

It is recommended that an alphabetical list of all institutions which continue the education of students beyond fifteen units of high school work be prepared. Following the name of the institution shall be set down an exact statement of certain facts, such as the following: (1) number of faculty in independent charge of classes, (2) number of faculty with the degree of Doctor of Philosophy, (3) number of matriculated students, (4) number and type of degrees granted in course, (5) number of elementary courses of study actually given, (6) number of advanced courses, (7) number of professional courses, (8) hours of class instruction required of members of the faculty, and (9) material equipment.

The Commission shall determine the limits permitted in each of the categories above described.

The Commission does not, it will be observed, offer in this plan any definition of a junior college, nor does it distinguish between colleges and universities or colleges and normal schools.

The administrative system for carrying out the enterprise is not negligible. The Commission recommends the following plan of operation:

When a new institution applies for admission to the list, it shall pay a fee of twenty-five dollars. It shall further open its records to the officers of the Commission and fill out such blanks as the officers shall prepare under the approval of the Commission. An institution on the approved list shall be responsible at intervals of at least three years to supply in a form to be determined by the Commission such information as may be necessary to keep the approved list revised and up to date. An annual fee of \$10.00 shall be paid by all institutions on the list except that no institution shall pay the ten-dollar fee in the same year that it has paid the inspection fee of twenty-five dollars. The officers of the Commission shall be empowered to use the fund thus created for purposes of personal visits to the institutions, for blanks, correspondence, and for

<sup>22</sup> *Ibid.*, p. 46.

printing of reports. A comprehensive annual report shall be printed showing the operations of the Commission in the preparation of the final list.<sup>23</sup>

The plan was adopted without question and the Commission went to work on a more ambitious scale. The list for 1914 had included 78 colleges, one more than the 1913 list. The next year the total jumped to 125.

In 1914, also, teeth were put in the important standard which required that colleges require for admission not less than fourteen secondary units as defined by the Association. Colleges had disregarded it so generally, and members of the Commission felt it to be so important a matter that they won approval, after brief discussion with some objections, to an amendment which read:

After September, 1915, no institution shall be approved which admits any conditioned students who presents less than fourteen units.<sup>24</sup>

Here was a very decisive step toward correcting an evil which had been rampant from the founding of the Association and before, admission to colleges with less than high school graduation.

To bring about common acquaintance with the forms used, the Association, acting upon the recommendation of the Inspectors, urged upon all members of the Association, especially the colleges and universities, the desirability of using the uniform blanks for reporting candidates to college.<sup>25</sup>

The unclassified list of Teachers Colleges and Normal Schools of 1913 was to have lasted for one year. Though the officers of the Commission were charged to investigate and to report a plan the following year they were so absorbed with major plans for expansion, that they were content to submit an unclassi-

<sup>23</sup> *Ibid.*, p. 47.

<sup>24</sup> *Ibid.*, p. 49.

<sup>25</sup> *Ibid.*, loc. cit.

fied list again in 1914. The Executive Committee of the Association then recommended to the Commission that they consider a reclassification of all institutions belonging to the Association with the hope that they would name four classes of institutions (colleges, junior colleges, normal schools, and secondary schools) belonging to the Association; define each group and determine its qualifications; and arrange in these groups all institutions belonging to the Association.<sup>26</sup>

The expanded list of 1915, however, did not classify the institutions. Colleges, normal schools, and junior colleges appeared on the same list. Judd made the point that it should be called a list of higher institutions rather than a list of colleges.<sup>27</sup> The list was published with symbols to convey the information gathered on the blank used in pursuance of the policy adopted in 1914.

Further expansion of the list was the inevitable result of a recommendation by the Commission in 1915 designed to bring into the Association virtually all of the normal schools in the north central region. The Commission pointed to certain significant differences between normal schools and colleges in faculty, admission requirements, requirements for graduation, and the nature of the courses, but, at the same time, believed that the differences could be reconciled and the acceptance of the normal schools on the college list would remove one of the most serious sources of misunderstanding with regard to the relation between normal schools and colleges.<sup>28</sup> Though their struggle for recognition as standard colleges has continued, the normal schools here won definite and

permanent denotation as a type of higher institution rather than a secondary school.

The Commission had authorized a study of the reports from the colleges. It was undertaken by C. H. Judd and George S. Counts. They used not only data from the 1913 and 1914 reports but facts reported by the same institutions to the Commissioner of Education. The study by Judd and Counts was published as a bulletin by the United States Bureau of Education in recognition of its importance in the work of classifying American colleges then under advisement in the Bureau.<sup>29</sup> Advance copies were received by the Association in 1915 and occasioned a vote of appreciation to the federal government for publishing and distributing the bulletin, "a service to secondary and higher education."<sup>30</sup> The Association further commended to Congress requests for enlargement made by the Bureau.<sup>31</sup>

There were no wholesale revisions of college standards between 1912 and the end of the fourth half decade. The changes that were made, however, were not made lightly. It has been described how the standard insisting on fourteen units for admission to college was reworded to give it greater force. In 1915, largely because of the findings in the Judd and Counts analysis of returns, the Commission urged and obtained adoption of a standard referring to the number of students. The standard follows:

No institution shall be admitted to the list of approved colleges unless it had an attendance of at least 100 students of college grade, except that in the case of the junior college the required number shall be fifty.<sup>32</sup>

At the same time an earlier standard was revised as a result of the analysis.

<sup>29</sup> *U.S. Bureau of Education Bulletin*, 1915, No. 6.

<sup>30</sup> *Proceedings*, 1915, p. 44.

<sup>31</sup> *Ibid.*, p. 44.

<sup>32</sup> *Ibid.*, pp. 43, 47.

<sup>26</sup> *Ibid.*, p. 122.

<sup>27</sup> *Proceedings*, 1915, p. 35.

It will be remembered that the Liberal Arts college was the original object of accrediting and standardizing plans.

<sup>28</sup> *Ibid.*, pp. 56-57.

The annual income required of a tax-supported college was reduced from \$100,000 to \$50,000. This was thought to be a better parallel to the requirement of a productive endowment of \$200,000 for the non-tax-supported colleges.<sup>83</sup>

During the half decade college standardizing had developed rapidly, especially after the publication of the first list in 1913. The work had been greatly expanded, the United States Bureau of Education had become interested, and the approved list had come to include 125 colleges, normals, and junior colleges. Standards were made more exacting and specific, and were applied with increasing rigor. Normal schools had come to be accepted as higher institutions and junior colleges were recognized. More definite classification with separate requirements for each class was pending. In all of this rapid development after 1913, Professor Judd of the University of Chicago was a dominant figure, with Dean Babcock, University of Illinois, rapidly becoming a force, and George N. Carman, Lewis Institute, Chicago, continuing to play a prominent part. As the Association passed its twentieth anniversary in 1915 it had established the feasibility and something of the value of its plan for standardizing and accrediting colleges.

#### PROBLEMS IN HIGH SCHOOL ACCREDITING

In the meanwhile the states that comprised the North Central Association had established beyond question their acceptance of the accredited list of secondary schools. The increase in numbers qualifying for the list was not only continuous but also substantial. At the beginning of the period in 1911, there were 695 schools on the list; by 1915 the number had grown to 1047, and the clerical labor of preparing the list was

becoming a problem.<sup>84</sup> By the end of the period sixteen states, extending from Michigan to Oklahoma, were found on the list, and, except for Wyoming, no state had fewer than nineteen accredited high schools. High schools from the Rocky Mountains of northwestern Montana to the blue grass of Kentucky and the coal regions of Ohio had met the requirements of the Association and been duly accredited.<sup>85</sup> Illinois and Ohio each had more than 150 schools on the list; Michigan and Wisconsin were just short of 100; and Indiana, Iowa, Kansas, Minnesota, Missouri, and Nebraska had more than fifty.

Some of the more distant states had continued to double and triple their representation on the list. North Dakota with thirty-two in 1915 was within a school of tripling her quota for 1910. Oklahoma had jumped from four to fourteen in a single year and continued to climb. Wyoming's list had grown from one to five, and Kansas with twenty-two schools in 1911 had managed to more than triple the number by 1915. In no state was there any indication, as evidenced by the list, of loss of interest. If the number of any state decreased in any year, the loss was converted to a gain the following year.

But doubts and troubles were begin-

<sup>84</sup> The Chairman of the Board of Inspectors in presenting the list in 1915 said: "We have been in session all week. . . . The list has grown to such proportions that there is a tremendous amount of work necessary to its preparation. It requires so much time to have it set up and printed that we are unable to give you the printed list. . . . I hope you will not ask me to read the names of more than a thousand schools." *Proceedings*, 1915, pp. 57-58.

<sup>85</sup> West Virginia and Kentucky had schools on the list during 1912 and 1913 but were not encouraged to continue because of their location. Judd said: "It was deemed wise [by the Commission] both in the cases of high schools and colleges to leave the Southern Association to deal with all institutions in its own territory." Charles H. Judd and George S. Counts, *A Study of the Colleges and High Schools of the North Central Association*. U.S. Bureau of Education, Bulletin, 1915, No. 6.

<sup>83</sup> *Ibid.*, p. 43.



ning to harrass the Inspectors and the Commission. Some of the irregularities were brought to light in 1911 by the Jessup and Coffman study of North Central high schools, based upon data compiled from the reports submitted by the high schools and upon other investigations.<sup>86</sup> Not all of the facts and conclusions were disturbing; some of them, on the contrary were vastly encouraging. But the encouraging ones, for the most part, were already fairly well understood if not definitely established. So, for that matter, were some of the shortcomings now given utterance.

It was learned that the high schools on the North Central Association list in the various states were fairly representative of the high schools of the various types within each state, but that there were many high schools not on the list simply because of lack of enough inspectors to visit them.<sup>87</sup>

They found the range in median size of cities supporting North Central Association schools to be from 9,250 in Illinois to 3,430 in North Dakota. Two-thirds of all the accredited schools were in cities of 10,000 or less. Median enrollments of schools ranged from 244 in Indiana to 112 in North Dakota. They considered it significant that such a large number of towns and cities were willing to conform to the prescribed standards. But at the same time the possibility of undesirably coercive influence of the standards on the small school was apparent. The large high school, it was pointed out, might have no difficulty in maintaining courses and conditions meeting the requirements for students going to college and at the same time be able to maintain many other courses for students with other interests. On the

other hand if the school were so small that a single course in a field were offered, that course would have to conform to North Central Association standards, which were based primarily on the college preparatory function of the high school.<sup>88</sup>

The report on conformance to standards was somewhat disquieting. The tables of compiled data showed in all sizes of cities, thirty-six teachers who taught more than six recitations per day, of whom 29 taught seven periods a day.<sup>89</sup> The standard set five periods as a maximum.

Thirty had been set as a maximum class size. Cities of all sizes were violating this standard, but the large cities were the worst offenders. Slightly more than one-third of the cities were violating the standard by having from one to 116 classes enrolling more than thirty pupils. It was suggested that the Association either abolish the rule or enforce it.<sup>40</sup>

Flagrant violation of the standard requiring that teachers be college graduates was also found. Three high schools out of every four employed one or more undergraduates in spite of the standards set up by the North Central Association. Jessup and Coffman, however, expressed a note of optimism in their conclusion that college graduation was rapidly becoming a standard requirement. In North Central schools the chance for a beginning teacher without a college degree was very poor.<sup>41</sup>

A brief quotation from their conclusions will be effective in showing the status of the standards in 1911:

The obvious conclusion from this array of facts is that the standards set up by definition are not carried out in practice. No group of

<sup>86</sup> Walter A. Jessup and Lotus D. Coffman, "North Central High Schools," *Thirteenth Year-book of the National Society for the Study of Education*, Pt. I, pp. 73-115.

<sup>87</sup> *Ibid.*, pp. 74-75.

<sup>88</sup> *Ibid.*, pp. 75-76.

<sup>89</sup> *Ibid.*, p. 85.

<sup>40</sup> *Ibid.*, p. 88.

<sup>41</sup> *Ibid.*, p. 102, 112.

men, no matter how intelligent they may be, can by the pooling of opinions agree upon a list of standards that will serve equally well all high schools. . . . The inspectors in this Association are doing missionary work of a high order when they stimulate lethargic or backward cities to higher standards.<sup>42</sup>

When C. H. Judd and G. S. Counts made their study of North Central reports in 1913-14,<sup>43</sup> they found cause for grave concern on another score. The colleges were not giving much regard to the North Central Association list. State lists were much more liberal, in the main, than those of the Association, and the United States Bureau of Education list of 1913 had also included schools not acceptable under North Central Association standards. The comments made by colleges in their reports to the Association indicated that they did not commonly require adherence to Association standards. In the light of these findings, Judd and Counts were moved to comment that if the North Central Association was to have a small exclusive list of secondary schools to which little attention was paid in the various states, its influence was not likely to increase.<sup>44</sup> Judd, at the same time, it will be recalled, was advocating expansion of the college list.

In his Presidential Address in 1915, J. E. Armstrong recounted an episode bearing on this tendency of universities and colleges to disregard the North Central Association lists. A part of his comment to the Association, after reading a letter received from a University in the Association, is illuminating:

As the school over which I preside has been on the accredited list of this Association ever since the first list was made, it was gratifying to learn that there was a possibility of our being added to the eligible list of that Univer-

sity, which is one of the charter members of the Association.<sup>45</sup>

He considered it eloquent of practices and attitudes that were all too general. Perhaps the accumulation of such incidents was responsible for the appointment at that time of G. N. Carman by the Commission to present to the Association certain matters with reference to the acceptance by colleges of the reports of approved schools, and also certain matters referring to the failure of colleges and universities within the Association to limit the acceptance of students to the list of schools approved by the Association.<sup>46</sup>

The standards underwent relatively few changes during the period. It appears that the Commission had given the major share of its attention to the promotion of college standardizing and accrediting. In 1912, however, attention was given for the first time in the standards for secondary schools to the definition of the unit and the program of studies. A parenthetical note added to standard number one read:

(A unit course of study in a secondary school is defined as a course covering an academic year that shall include in the aggregate not less than the equivalent of one hundred and twenty sixty-minute hours of classroom work, two hours of manual training or laboratory

<sup>45</sup> *Proceedings*, 1915, pp. 11-12. The letter which provoked this irony read:

"The . . . University is at present revising its list of accredited schools, and we are earnestly desirous of having your school on our list, I am submitting to you a blank for the data which we desire in order to pass upon your school, and I trust you will be willing to fill out in detail and return it to us at your earliest convenience.

When the blank is duly returned to us, the Committee on Accredited Schools will be called, and we will consider your school with others then under consideration." President Armstrong read also his answer to this letter, which ended: "If every University of the North Central Association needs to have blanks like this filled out, I can see little object in having such an Association."

<sup>46</sup> *Proceedings*, 1915, pp. 43-45.

<sup>42</sup> *Ibid.*, p. 112.

<sup>43</sup> Judd and Counts, *op. cit.*

<sup>44</sup> *Ibid.*, p. 13.

work being equivalent to one hour of classroom work.<sup>47</sup>

It was the definition of a unit adopted in 1909 after two years of controversy but not then included in the standards. Relating specifically to the program of study was a supplement to standard seven, the standard requiring four teachers of academic subjects exclusive of the superintendent:

The Association recommends the introduction of the so-called vocational subjects, such as agriculture, manual training, household arts, and commercial subjects into schools where local conditions render such introduction feasible, but the inspectors will hold that a sufficient number of qualified teachers must be added to provide adequately for such introduction.<sup>48</sup>

This was the most important innovation of several years and a logical outgrowth of the pronounced interest of the Association in vocational education. It will be observed, however, that a note of warning against increasing the number of poorly qualified teachers is included. That had been a heavy concern of the Commission for several years.<sup>49</sup>

The preparation of teachers was a moot question in the framing of standards during the period. The first standard (1902) on the subject had placed the minimum requirements for all teachers of secondary schools at college graduation, including special training in the subjects they were to teach. Moreover it had recommended "professional study, observation, and training in practice teaching under skilled supervision."<sup>50</sup> The recommendation, however, was not retained, but in 1911 the Commission was moved to advise in the standards that graduation include, or be supplemented by special study of the content

and pedagogy of the subject taught. At the same time the college graduation requirement was made to apply to academic teachers only. The move for more definite standards, for quantitative terms, in this as in other matters, resulted three years later in a requirement which read:

After 1915 the preparation of teachers shall include at least eleven hours in education. This shall include special study of the subject matter and pedagogy of the subject to be taught.<sup>51</sup>

For many years thereafter the question of what constitutes "education" was recurrent in the general meetings and in conferences. In 1915 the Board of Inspectors obtained approval for an explanatory paragraph:

The Board will interpret courses in education as the same courses are interpreted by the colleges or universities offering them, not more than six hours credit being given for successful teaching experience.<sup>52</sup>

The issue was not settled then but continued to be an open one throughout the next period and thereafter. It should probably not have attained the importance it did attain had it not been for the increased interest taken in the Association and its work by men from the educational departments of the universities. Among these men were Judd, Whitney, and Hollister, than whom no members were more active or influential during the years under consideration.<sup>53</sup> Naturally men whose specialty was the professional education of teachers saw and emphasized the importance of it.

Before the accrediting of secondary schools during this period can be dis-

<sup>51</sup> *Proceedings*, 1914, p. 56.

<sup>52</sup> *Proceedings*, 1915, pp. 61-62.

<sup>53</sup> Hollister was Chairman of the Board of Inspectors for the years of the fourth half decade, 1911-15. Judd and Whitney were two-thirds of the executive Committee of the Commission at the time the professional requirement was reinserted. The Inspectors were for the most part from the colleges of education of the various state universities.

<sup>47</sup> *Proceedings*, 1912, p. 29.

<sup>48</sup> *Ibid.*, p. 30.

<sup>49</sup> See the resolutions passed by the Commission in 1910. *Proceedings*, 1910, p. 63, or earlier in Part VI of this history.

<sup>50</sup> *Proceedings*, 1902.



missed, an act of some importance for the future of the work must be mentioned. It was the creation in 1912 of a committee known as the Committee on Blanks and Investigation of Secondary School Problems. This committee formulated changes in the report blanks used by inspectors and was authorized to conduct such investigations as it might find desirable.<sup>54</sup> The Jessup and Coffman study already quoted followed immediately. It opened the way, in short, to scientific study of the results of accrediting and means of improving it.

#### THE UNIT AND UNITS

No little time was devoted by the Commission and the Inspectors during the five years following 1910 to problems centering around the revision of the definition of a secondary school unit and of units. Junior high school and junior college considerations were complicating the thinking. Should a unit made in one year have more value than a unit earned in another year? How many units should be required and what should the junior high school have to do with such requirements? How should junior college units be defined. Should not all units be revised in the light of the proposed reorganization of the secondary school. The actual movement for reorganization was still in its earlier stages, but the North Central Association had displayed a disposition to be effected by anything that savored of progress. Nor were all of the problems having to do with the secondary school unit products of new theories and practice in secondary school organization. Other influences were active.

The problem in its several aspects was put before the Association in an address by President F. L. McVey, University of North Dakota, in 1912.<sup>55</sup> The units as

prescribed by the Association did not hamper materially the development of the high schools, he said, except in so far as there was over-emphasis upon the preparation of pupils for college. He expressed what, even in 1912 before the North Central Association, must have seemed heresy, when he suggested that it would probably be better if the colleges turned over the matter of units to the high schools altogether, since the colleges were interested primarily in "mental equipment, earnestness, and ability to go on with the studies in the higher school."<sup>56</sup>

President McVey's challenging attitude toward the existing units did not result in any immediate action, but was reflected by the Board of Inspectors in an action the next year. H. A. Hollister,<sup>57</sup> Chairman of the Board, caused to be referred to the Commission, for report the next year, a consideration of the time units and the times assigned for the various units of subjects offered in the high schools.<sup>58</sup> Co-incident with this reference to the Commission was the creation of "The Committee on the Revision of the Definition of a Unit and to Investigate the Practice of Colleges in the Admittance of Students with Conditions Who Have Not at Least Fourteen Units to Their Credit."<sup>59</sup>

Before this committee reported the next year the Inspectors recommended again that the units accepted by the Association be defined anew. Pending the report of the Committee the matter was laid on the table. Under the direction of F. C. Bliss the Committee had made an investigation and prepared a detailed

<sup>54</sup> *Ibid.*, p. 47.

<sup>57</sup> When Hollister succeeded Whitney as the Chairman of the Board he assumed a position of primary importance. Judd refers to him as "the leader among secondary school people." C. H. Judd to J. E. Grinnell: January 3, 1934.

<sup>58</sup> *Proceedings*, 1913, p. 55.

<sup>59</sup> *Ibid.*, pp. 58-59.

<sup>54</sup> *Proceedings*, 1912, p. 23.

<sup>55</sup> *Proceedings*, 1912, pp. 44-50.

report.<sup>60</sup> They pointed to the need of evaluating the unit in relation to the year in high school when it was earned. The major part of the report was given to consideration of matters upon which such a plan of evaluation would depend. They suggested a plan for adoption a year later, if after consideration it should be found satisfactory. It involved classification of units as Advanced (last two years), elementary (first two years), and intermediate (to provide latitude). The plan recognized a sequence of studies and tentatively classified the courses.

To complete the report, Bliss presented for the Committee a series of resolutions, setting forth the sense of the body that revision was desirable and stipulating the considerations that the Committee believed should go into the revision, and, finally, asking for a committee of at least seven members to provide for the general revision.<sup>61</sup> The resolutions were adopted after discussion and some slight revisions. Upon motion of Superintendent Bryan (St. Louis), the appointment of the committee was approved, and the resolutions were submitted to it.<sup>62</sup>

The Committee included F. L. Bliss, chairman, G. N. Carman, and E. L. Harris, all men who had worked in the Association since the beginning; and C. H. Judd, Benjamin Buck, J. D. Elliff, G. R. Twiss, and Thomas F. Holgate, most of whom had come into prominence or active leadership during the preceding decade. They now assumed the task of revising the work that had caused so much satisfaction in 1910. Most of the original committee were on the new committee and accordingly were familiar with the implications in the principles upon which they were to base their work.

In brief these principles avouched (1)

recognition that there should be orderly progression from the lower to the higher work, (2) that emphasis should be put upon quality as well as quantity of work defined for each unit, (3) that provision should be made for exceptional students, (4) that there should be discrimination between elementary and advanced units, and (5) that intermediate units be considered a compromise between the elementary and the advanced units, and (6) that, in so far as was practicable, definitions should conform to definitions in general use.<sup>63</sup>

Before the next meeting in 1915, the Committee met three times and the Chairman conferred with the general committee. The result was a report affirming the general principles and describing courses of action to be pursued, but containing no actual definitions. That work was left for future sessions of the Committee. It must be studied even more. On motion the committee was consolidated with the one on Reorganization of Secondary Schools, and an appropriation allowed them to carry on their work and to report a new edition of the definitions of units at the earliest possible moment.<sup>64</sup> It became one of the major problems of the next half decade.

#### THE ASSOCIATION PROPER

From the earliest days of the Association there had been increasing interest in the individual student. At first the voice of Superintendent Nightingale of Chicago was almost alone, insisting on the rights of the student to get what he needed, what he was fitted to have from the secondary school. As a pendulum of allegiance swung away from the classics toward the laboratory sciences and toward vocational studies, members began to talk of reorganizing the secondary

<sup>60</sup> *Proceedings*, 1914, pp. 106-118.

<sup>61</sup> *Ibid.*, pp. 117-118.

<sup>62</sup> *Ibid.*, p. 118.

<sup>63</sup> *Ibid.*, p. 117.

<sup>64</sup> *Proceedings*, 1915, p. 43.

school for better opportunities and of vocational and educational guidance of students in high school and in the first year of college.

No educational problem received as much attention on the floor of the Association as the fourth half decade opened as vocational guidance received. In the preceding period interest in vocational education had led to thorough exploration of its various phases; gradually the Association became aware that successful work in the vocational field and in all education, demanded study of the individual student. When the program for the 1911 meeting was planned, guidance and vocational education were interwoven in a series of papers and discussions. Almost seventy pages of the *Proceedings* of 1911 were given to recording the deliberations,<sup>65</sup> and Carman, who had been present since the organization of the Association, called it one of the most important meetings of the group.<sup>66</sup>

Thomas Arkle Clark, Dean of Men at the University of Illinois, had opened the session with a paper entitled, "What Sort of People Should Go to College?"<sup>67</sup> He suggested a number of types of people going to colleges who should not be admitted, and believed that colleges should know more of a student when they admit him than the mere fact that he has passed a specific number of units.<sup>68</sup>

Guidance as a function of the public school,<sup>69</sup> agriculture in the schools,<sup>70</sup> and home economics in the high school and the university<sup>71</sup> were made the subjects of papers and were discussed informally.

There was agreement that boys and girls had increasing need for guidance even below the high school, that they had little idea of what vocation they would or should follow, and that the increasing complexity of the educational scheme made scientific study and expert guidance of the individual insistent needs.<sup>72</sup> They did not concur on what was a vital consideration; how much the school officers should do in fastening on the child's vocation. No action was taken but further study of the problem was encouraged.<sup>73</sup>

Though attention was given the issue sporadically throughout the remainder of the period, and it was touched upon in consideration of other matters, it was not again selected as the leading deliberative issue. The Commission, as has been seen; had been influenced to include provision for vocational studies in the secondary school standards; and in the work on revision of the units, it was paying attention to levels of work.

Hand in hand with the agitation and activity in the Commission for revision of secondary school units to recognize the junior high school and the junior college went a general liveliness of interest in the subject on the floor of the Association. A definite dissatisfaction with the traditional eight year elementary school and four year high school was manifest. G. W. Benton devoted the Presidential Address in 1911 to enunciating the problems and weaknesses of secondary education, and called for more supervised study and attention to individual differences.<sup>74</sup>

President H. P. Judson returned to the issue in the Presidential Address the next year. Our system of education had gained tremendously in attendance, he pointed out, but it had not kept pace in

<sup>65</sup> *Proceedings*, 1911, pp. 74-113.

<sup>66</sup> *Ibid.*, p. 106.

<sup>67</sup> *Ibid.*, pp. 47-53.

<sup>68</sup> *Ibid.*, pp. 50 ff.

<sup>69</sup> Jesse B. Davis, *Ibid.*, pp. 71-78.

<sup>70</sup> G. L. Roberts, *ibid.*, pp. 71-78.

<sup>71</sup> Isabel Bevier, *ibid.*, pp. 78-85.

<sup>72</sup> *Proceedings*, 1911, pp. 85-100, 100-13.

<sup>73</sup> *Ibid.*

<sup>74</sup> *Ibid.*, pp. 5-27.



efficiency. He would organize the schools through the entire curriculum. The plan he outlined was for an elementary school of six years, an intermediate school of three years, and a collegiate school of three years<sup>75</sup>—in substance a reaffirmation of the junior-senior high school plan so much in public consciousness during the period.

The cause of reorganization continued to gather momentum in the Association. In 1913 a committee was appointed. Its full name was "The Committee to Investigate Experiments in Secondary Education, Involving Changes in Time Schedules of Day and Year and in Grouping of Years to Form Intermediate Schools of Junior High Schools of Grades Seven, Eight, Nine, and Ten, and Senior High Schools of Grades Eleven and Twelve and the Freshman and Sophomore Years in College and to Suggest Measures to be Taken for the Evaluation of the Subjects of the Secondary Curriculum. The committee included H. E. Brown, Kenilworth, Illinois; C. B. Curtis, St. Louis; and George Buck, Indianapolis—all secondary school men.<sup>76</sup>

The following year the committee reported that their investigation had led them to believe that a reorganization of the grade schools, high schools, and colleges, should be effected, and that the dividing line between the grades and the high school should be at the sixth grade; that the ideal system would be the 6-3-3 plan.<sup>77</sup> There was no Association better qualified by membership and tradition than the North Central Association to discuss the program of reorganization. The Committee believed this;<sup>78</sup> and before the next meeting, in 1915, they had framed some tentative principles for the reorganization of education.<sup>79</sup>

During the same years, as has already been indicated, a committee of the commission was studying revision of the definitions of units for reorganized schools. After the report just mentioned the two committees were joined for more coordinated study. Altogether before the close of the period the Association had done much to impress the schools of the north central states with its championship of the new secondary school units, the junior high school and the junior college, and was attempting to adjust its definitions to the new organizations.

Further changes in attitude toward secondary practices were reflected in the criticism aimed at high school marking systems in 1911 by a committee of which C. H. Judd was chairman. Charts and tables were used to demonstrate the ambiguity of marks under existing marking systems. Their lack of value as a means of communication between institutions was decried, and more study of the practices of different teachers was urged as necessary if progress were to be made.<sup>80</sup> An interest in scientific marking was sweeping the country. Professor Scott paid tribute to it in his Presidential Address in 1914,<sup>81</sup> and education journals were reflecting the growing enthusiasm with rapidly increasing numbers of articles.<sup>82</sup>

Educational thought within the Association was changing in still another important particular. Active leaders were predicting more liberalization of high school requirements,<sup>83</sup> even going so far as to assert, without challenge, that soon any good college would take the student

<sup>75</sup> *Proceedings*, 1912, pp. 5-15.

<sup>76</sup> *Proceedings*, 1913, pp. 125-26.

<sup>77</sup> *Proceedings*, 1914, p. 26.

<sup>78</sup> *Ibid.*, p. 30.

<sup>79</sup> *Proceedings*, 1915, pp. 31-33.

<sup>80</sup> *Proceedings*, 1911, pp. 61-68.

<sup>81</sup> *Proceedings*, 1914, p. 5.

<sup>82</sup> From 1905 to 1910 but two articles on scientific marking were listed in the *Reader's Guide*; in 1913 there were 20.

<sup>83</sup> Among express utterances were those of Scott, Hosc, and Judson in connection with a discussion of college entrance requirements in English, 1912. *Proceedings*, 1912, pp. 55-74.

from any good high school and give him the kind of things he could do to advantage.<sup>84</sup> As a matter of fact, college entrance requirements had almost ceased to be a deliberative problem of the Association. As the popularity of accrediting spread, the first great problem of the Association was brought with decreasing frequency to the open forum until it was heard almost exclusively in reports of delegates to other organizations, particularly those of the East.

Of delegate relations with other organizations two were fairly active and were considered of importance during the period. In 1911, 1913, and 1914, F. L. Bliss reported the work of the National Conference Committee on Standards of Colleges and Secondary Schools. The work was paralleling in a measure the work being done at the same time in the Association. Some of the action of the Conference, such as the definition of terms prepared in 1911 and carried by the delegates to their organizations, must have been useful in standardizing the meanings of such words as unit, period, exercise, and hour,<sup>85</sup> also in the support it gave to the Association's efforts to classify units, according to the level on which they were taken, it appears to have been of value.<sup>86</sup> A delegate continued to attend the National Conference on Uniform Entrance Requirements in English. It is certain that the Association was influenced by the work of this group, for Professor Scott opened his report in 1913 with

A new delegate relationship was es-

Since the net results of the meeting of the Conference on uniform Entrance Requirements in English appear in all of the catalogues of all universities and colleges in the North Central Association, it will be quite unnecessary for me to go into detail.<sup>87</sup>

established during the half decade, which came to surpass in importance most other relationships. It was the exchanging of fraternal delegates with the Southern Association of Colleges and Preparatory Schools, and it arose out of the meeting of a committee with representatives from both Associations to consider harmonizing the standards of the two associations and to discuss a matter of comity between the associations.<sup>88</sup>

The Executive Committee of the North Central Association was hesitant about recognizing the schools or students of the Southern Association, believing it wise to wait for the action of the Bureau of Education and the College Conference which were dealing with the problem of coordinating various accrediting associations, but the committee to cooperate with the Southern Association was continued.<sup>89</sup> In 1915 the need for fuller understanding between the two Associations was again affirmed by the joint committee.<sup>90</sup>

The number of members in the Association did not by any means keep pace with the number of schools on the accredited list. In 1911 there were more than seven times as many secondary schools on the accredited as there were on the roll of members; in 1915 the ratio was not quite six to one, despite an unprecedented boom in secondary school membership in 1915, when after doing no more than mark time for four years, the list suddenly jumped from 94 to 184. The reason for the sudden augmentation was a ruling of the Executive Committee in 1914 that in future all secondary schools on the accredited list of the Association might become members of the Association upon payment of the regular fee.<sup>91</sup> By this time the rapidly

<sup>84</sup> Judson, *Proceedings*, 1912, p. 73.

<sup>85</sup> *Proceedings*, 1911, pp. 58-60.

<sup>86</sup> *Proceedings*, 1914, p. 97.

<sup>87</sup> *Proceedings*, 1913, p. 25.

<sup>88</sup> *Ibid.*, pp. 45-46.

<sup>89</sup> *Proceedings*, 1914, pp. 125ff.

<sup>90</sup> *Proceedings*, 1915, pp. 34-35.

<sup>91</sup> *Proceedings*, 1914, p. 124.

growing accredited list had passed one thousand.<sup>92</sup>

In 1913, the year the first college accredited list was published, the accredited colleges exceeded by nine the member institutions; two years later, under the larger scale college accrediting, approved in 1914 and inaugurated in 1915, the accredited list outnumbered the membership one by 125 to 81. Already the Association was beginning to realize that there was no valid reason why all colleges as well as high schools enjoying the accredited relation should not also be members. Action to make the membership and accredited lists co-extensive was not yet taken, except, as already mentioned, for the invitation extended to the high schools of the accredited list.

Individual memberships, in the meanwhile, continued to be used largely as a means of honoring signal service to the Association. Formerly the Executive Committee had been guided in naming individuals to membership by other considerations, such as the need for maintaining parity in membership between college and secondary school, and by the value or importance of the individual in the educational work of the mid west.<sup>93</sup> By 1911 there were seventy-one individual members, ten more than there were of colleges having membership; in 1915 the list reached its peak of seventy-eight, having gone no higher than sixty-four in the years between. Thereafter individual memberships decreased in number and in importance in the Association.

It may safely be said that except in 1915, the last of the fourth half decade, the membership was relatively static. 1915 was the turning point. From then on membership rose rapidly as it became more and more co-extensive with the

accredited lists. Before that time, however, the policy of the Executive Committee had always been to leave initiative in seeking membership altogether with the institutions. In the report of their study of North Central Association schools in 1914, Judd and Counts emphasized this attitude of the Association toward the schools.<sup>94</sup> The Association had been satisfied with a small but fairly constant membership.

Though membership was not solicited, there was an effort made to recognize in the Constitution types of institutions not before given recognition, and to welcome them to membership. The movement was started by H. A. Hollister in 1911, by moving the appointment of a committee to consider an amendment to Article III, section 1.<sup>95</sup> An amendment was drawn up and reported in 1912.<sup>96</sup> After the required year<sup>97</sup> it was adopted.<sup>98</sup> By its provisions institutional memberships in the Association consisted of colleges and universities, institutions of junior college rank, and secondary schools. The added classification, junior college rank, was explained by the committee as including normal schools offering two years of college work, and junior colleges. The four year normal school or teachers college was already recognized as a college, and the normal school of only secondary rank was appropriately recognized as a secondary school. This new amendment

<sup>94</sup> Judd and Counts, *op. cit.*, p. 8.

<sup>95</sup> *Proceedings*, 1911, pp. 68-69.

<sup>96</sup> *Proceedings*, 1912, pp. 18-20.

<sup>97</sup> Notification of amendment of constitution was given one year before the amendment could be adopted. This appears to have become a tradition, though the original constitution had required that a printed notice of proposed change be sent to each member two weeks before the meeting. That was impractical, in most cases; hence it became the practice to give notice at the meeting a year in advance. In later, more prosperous years, the practice of giving two weeks notice was followed.

<sup>98</sup> *Proceedings*, 1913, p. 24.

<sup>92</sup> Data presented in tables in the appendix. The reader is referred to the tables for more extensive comparisons.

<sup>93</sup> See later in this section.



would care for the intermediate normal school, which included a great proportion of the names, and for the regular junior college.<sup>99</sup>

Attendance at Association meetings, as indicated by registration, remained throughout the period at an average of about 175, not materially higher than for the preceding half-decade. The nature of the attendance was changing, however. As the Association wore on to its twentieth anniversary fewer of the names that were important in the first half decade appeared. Only Thwing of the university presidents who fostered the infant Association was present in 1915. New leaders from the universities, such as Judd and Babcock and Clarke and Holgate had sprung up in the Association and its executive bodies, and their names now appeared year after year on the roll call and throughout the *Proceedings*. And names of men who were to come into prominence in later years, such as Davis, Edmonson, Earley, Buck, and Stuart, were regularly found on the register.

Many of the younger secondary men of the nineties, such as Carman, Armstrong, Harris, Bliss, and Bryan, were still faithful in attendance and in the flush of their leadership. Thoroughly versed in the history and principles of the Association, they were kept in key positions. A few of the college men of the first few years, Denney, Judson, Waldo, and Scott, and of the turn of the century, Whitney, Holgate, and Hollister were regular in attendance and important officially. A. F. Nightingale, "the old man eloquent"<sup>100</sup> of the earlier years, and the first president of the Association from the public schools, still came from time to time; but Dean Thurber, a clarion voice for progress before

1900, had some time since ceased to come.

Attendance was changing, and with it, a little at a time, leadership. The next half decade was to see the rise of still another group of younger men and the reorganization of the Association; but it was one of the veterans, Principal J. E. Armstrong, Englewood High School, Chicago, who had served for fifteen consecutive years on the Executive Committee and in 1915 came to the Presidency, who was to shake the Association out of its lethargy and set into motion the forces of reorganization.

To him fell the lot of giving the twentieth Presidential Address.<sup>101</sup> He talked frankly and critically about the Association. After summarizing and interpreting briefly the first twenty years of the Association's history, he launched into an analysis of the weaknesses of the organization and service. He concluded with a summarization of his recommendations, the most important of which was that a committee should be appointed to revise the constitution.<sup>102</sup>

The Constitution made no mention of the two most useful standing committees, the Commission on Accredited Schools and the Board of Inspectors. Of this he said:

The exact relationship of each of these standing committees should be defined and their reports to the general body made subject to careful consideration before adoption, not that things have gone seriously wrong, but in order to place responsibility for all decisions upon the Association, where it belongs. Our organization has been too loose to place responsibility. No one can now lay his hands upon anyone who can do things, good or bad. We exist largely as a theory.<sup>103</sup>

It was voted that the President appoint a committee of three, of which he should be one, to present recommenda-

<sup>99</sup> *Proceedings*, 1912, pp. 18-20.

<sup>100</sup> J. V. Denney to J. E. Grinnell: January 8, 1934.

<sup>101</sup> *Proceedings*, 1915, pp. 10-19.

<sup>102</sup> *Ibid.*, p. 19.

<sup>103</sup> *Ibid.*, p. 17.

tions to the Association for the revision of the Constitution. He appointed Carman and Judson, both men of the first decade, to serve with him, but a little while later reported that it was impossible for so small a committee in a short time.<sup>104</sup>

Before other action was taken, however, C. H. Judd put through a motion for the appointment of a committee to organize more in detail some of the plans recommended in the address of President Armstrong. Judd was named chairman of the resultant committee.<sup>105</sup> The next day the committee submitted a report which was designed to obtain the ends desired by President Armstrong. The report follows in detail:

It is recommended that the first matter, namely, that of preparing a plan for major and minor requirements for admission to the accredited list, be referred to the Board of Inspectors with the request that a full report be rendered at the meeting of the Commission in 1916.

Second, the following resolution is submitted for action by the Association:

WHEREAS, Each college and university in the Association is committed to the use of the accredited list of secondary schools published by the Association and

WHEREAS, The Association would be benefited by explicit recognition of this fact in the catalogs of these colleges and universities; therefore

BE IT RESOLVED, That the Association urgently requests all institutions to insert in their announcements of admission requirements explicit reference to the accredited list of the Association.

Third, It is recommended that three committees be appointed by the Executive Committee of the Association, as follows:

1. A small committee of three to report at the next meeting of the Association a plan for securing uniform legislation in all states represented by which conferring of degrees may be controlled.

2. A large committee including members of all of the branches of the Association to revise the constitution. The report of this committee

should be printed early enough to be acted on at the next annual meeting.

3. A small committee to include the present President of the Association as Chairman, to consider the advisability of incorporation the Association and all related matters.

Fourth. The following resolution is submitted for action by the Association.

The Commission on Definition of Standards is directed to act in the light of the fact that it is the sense of the Association that:

The educational value of courses in one group of studies taken consecutively should be recognized in some scheme whereby a greater value be set for units so taken.<sup>106</sup>

The Committee to Revise the Constitution was under the chairmanship of Dean Thomas F. Holgate, Northwestern University and included a judicious combination of men who had known the Association intimately for twenty years and men relatively new to its sessions. Dean Holgate's associates included Dean J. V. Denney, Ohio State; Director G. N. Carman, Lewis Institute; Professor C. H. Judd, University of Chicago; Inspector J. D. Elliff, Missouri; Professor C. O. Davis, University of Michigan; Dean T. A. Clarke, University of Illinois; Principal Harry E. Brown, Kenilworth, Illinois; and Principal Milo Stuart, Indianapolis.<sup>107</sup>

As provided, J. E. Armstrong was himself chairman of the Committee to consider advisability of Incorporating the Association. With him were Professor Judd and Dean Clarke of the Committee to Revise the Constitution. The Committee for Securing Uniform Legislation comprised Presidents Main of Grinnell College, McVey of the University of North Dakota, and W. W. Boyd of the Western College for Women.<sup>108</sup>

The Association gathered the same evening at a banquet at the La Salle Hotel in Chicago to celebrate the twentieth anniversary. Tribute was paid to the

<sup>106</sup> *Ibid.*, pp. 115-15.

<sup>107</sup> *Ibid.*, p. 116.

<sup>108</sup> *Ibid.*, pp. 116.

<sup>104</sup> *Ibid.*, p. 25, 27.

<sup>105</sup> *Ibid.*, p. 34.

founders, eight of whom were present. The speakers were well-pleased at the progress of public education, the growth of the junior college idea, and the service of the North Central Association.<sup>109</sup> Dean Babcock spoke at some length of the spread of education in the preceding twenty years.<sup>110</sup> The Middle West, he said, had become the educational center and the North Central Association had become great and influential. Speaking from his experience as Specialist in Higher Education for the Bureau of Education, he said:

For two years and a half I plied back and forth from the Atlantic to the Pacific and from the Gulf to the Canadian Boundary, like a shuttle, trying to weave a fabric of information and of judgment regarding the colleges and secondary schools of this country. It was my business. I had nothing else to do except an occasional fight when I met a college president whose merits I had failed properly to estimate; and I came to feel, after that experience, that here in the Northern and Central states there was being tried out a cooperative experiment in the unifying of educational energies which was unique. It was the place where the south central people and the folk of the southern states, came to learn how the thing might be done, and how it had been done, let us say. And so, whenever I went to meetings of this kind, and I have attended them in nearly every section of the country, I found this North Central Association quoted not merely as a vigorous, going concern, but one which has caught a large vision of possibilities of co-operation between public and private enterprise, between state and private institutions, between secondary schools on the one hand and colleges and universities on the other.<sup>111</sup>

#### SUMMARY

1. At the opening of the fourth half decade the Association was prepared to accredit colleges but was not inclined toward precipitate action in the publication of the first list of approved colleges. An amendment to the Constitu-

tion in 1910 had made only colleges on the accredited list eligible for membership after April 1, 1912. Accordingly when the Committee of Inspection and the Commission had no list ready for 1912, it was voted that all colleges that were members of the Association would be on the accredited list for one year.

2. In the meanwhile, the standards were revised and expanded to include matters of financial support, college organization, building and equipment, and class size. In 1913 the first list was presented. It included seventy-seven institutions from fifteen states. Troubled concerning the correct status of normal schools, the Commission had put them on an unclassified list. Though the demand for classification was repeated, the Commission had not arrived at a satisfactory arrangement by 1915. In the meanwhile, however, the Association had recognized normal schools offering two years of college work and junior colleges in an amendment to the constitution.

3. In 1914 the Commission, after presenting a list but slightly greater than the year before, urged upon the Association a policy of expansion of the list. Professor Judd, for the Commission, explained the plan, which involved gathering and presenting valuable data about each college approved and which entailed considerable administrative machinery. Under the policy of enlargement, the list of accredited colleges grew the following year to 125. A study of the data received in reports was also undertaken by Association members and published by the United States Bureau of Education.

4. At the same time high school accrediting was meeting with mixed success and failure. By the close of the fourth half decade in 1915 more than a thousand secondary schools were accredited over an area reaching from Michigan to Oklahoma, standards had been

<sup>109</sup> *Ibid.*, pp. 118-37.

<sup>110</sup> *Ibid.*, pp. 131-32.

<sup>111</sup> *Ibid.*, p. 125.



improved, and analytical studies made of the North Central high schools. Yet it was learned that the list did not include all of the eligible schools, and that its very insistence on high standards had caused colleges to disregard it in favor of the larger, more lenient Bureau of Education list, or the inclusive state lists, or to continue making their own, and in the process, give little recognition to North Central Association approval.

5. Moreover violations of several of the standards was widespread, particularly of those relating to class size and to preparation of teachers. Both the Jessup and Coffman analysis at the beginning of the period, and that of Judd and Counts in 1913-14 found cause for grave concern. Steps were taken by the Association to command the attention of the colleges to the secondary school lists and to decrease violations of standards. The standard for teacher qualifications was revised to include a minimum of eleven hours of work in education, thus insuring a measure of professional preparation.

6. Agitation for the revision of the definitions of units to recognize different levels in the secondary school resulted in investigations and reports by a committee throughout the period. It was definitely proposed by the Committee in 1914 that units be classified as Advanced (last two years), Elementary (first two years), and Intermediate (to provide latitude). The plan recognized a sequence of studies and tentatively classified the courses. The committee was then enlarged and was charged to revise the definitions, keeping in mind the principles expounded by the original committee. The actual revision of definitions carried over into the next period.

7. Meanwhile, on the floor of the Association, interest had been rife in vocational education and guidance, with the emphasis now on aspects of guidance and study of the individual student. Allied to this as to most of the activity of the period was the movement for providing increased opportunity for students through reorganizing the public schools. The junior high school and the junior college were much discussed and varying plans were advanced for their promotion. A committee of secondary school men was appointed to investigate experiments in secondary education, involving reorganization. The committee reaffirmed the general faith in a junior-senior high school type of organization and framed some general principles. The Association appears to have been highly receptive but uncertain as to definite steps to be taken.

8. Membership remained fairly constant until 1915 when it made a substantial increase, but still represented only a fraction of the total number of institutions on the accredited lists of the Association. Attendance was relatively stable, but many of the men who had fashioned the policies of the Association in the first decade were no longer coming. New names were appearing regularly on the register and on rosters of committees and executive bodies. It was a period of transition.

9. The form of organization was outgrown. J. E. Armstrong, a veteran of the first years, in his Presidential Address in 1915 pointed out the weaknesses in organization and service. His recommendations set afoot a general movement for revising the constitution and reanimating the Association. What resulted is the story of the next chapter.

## PART VII. REORGANIZING FOR GREATER EFFICIENCY, 1916-1920

At the end of its first score of years the Association had discovered that it had outgrown its original form, that it was operating under a constitution which did not recognize nor provide for its major activities. At the urging of Principal J. E. Armstrong in the twentieth Presidential Address, a movement for reorganization was initiated.

Of the several committees authorized and appointed in 1915 to investigate and to act upon the recommendations of President Armstrong, the most important was the one on revision of the Constitution. During the year that followed the committee had several meetings and conducted a part of the work by correspondence. A few days before the 1916 assembly the draft of the revised constitution was sent out to members of the Association for their examination. Dean Holgate, therefore, moved directly to the point when, as chairman, he introduced the new proposals to the Association on the first day of the sessions. The Constitution, he said, had not been systematically revised in twenty years. Its most serious deficiency was its failure to provide for the commissions which were accrediting schools and colleges. The Committee had, he declared, given the matter special attention but had also extended the revision to other matters in need of simplification or recognition.

Upon motion the Constitution was adopted, paragraph by paragraph, part of it on Friday and the remainder Saturday morning. As adopted it follows:

## ARTICLE I. NAME

The name of this Association shall be the North Central Association of Colleges and Secondary Schools.

## ARTICLE II. OBJECT

The object of the Association shall be to establish closer relations between the secondary schools and the institutions of higher education

within the North Central States and such other territory as the Association may recognize.

## ARTICLE III. MEMBERSHIP

*Section 1.* The membership of the Association shall consist of two classes: First, institutions, and second, individuals.

The Institutions eligible to membership are those which have been approved by the Association and whose names appear on the approved lists published by the Association. Any institution on the approved lists may be admitted to membership on application to the Executive Committee. Such membership shall cease if, at any time, the institution is dropped from the approved lists of the Association.

*Section 2.* Any person engaged in the work of teaching or administration in any institution which holds membership in the Association shall have the right to attend meetings and participate in the activities of the Association; but an institutional member shall have only one vote on any question before the Association, such vote to be cast by the executive head of the institution or by some person designated by him in credentials addressed to the secretary.

*Section 3.* Membership in the Association shall become effective on the payment of the annual dues, hereinafter defined. If the dues of any member shall remain unpaid for a period of one year, such membership in the Association shall cease.

## ARTICLE IV. POWERS

All decisions of the Association bearing upon the policy and the management of higher and secondary institutions are understood to be advisory in character.

## ARTICLE V. OFFICERS AND COMMITTEES

*Section 1.* The officers of the Association shall be a President, two Vice-presidents, a Secretary, and a Treasurer. The President and two vice-presidents shall be elected at the annual meeting of the Association for a single term of one year or until their successors are elected. The Secretary and the Treasurer shall be elected at an annual meeting for a term of three years and shall be eligible for reelection for not more than one like term of three years.

*Section 2.* There shall be an Executive Committee, a Commission on Institutions of Higher Education, a Commission on Secondary Schools, a Commission on Unit Courses and Curricula, constituted as hereinafter defined,

and such other commissions or standing committees as the Association may from time to time determine.

*Section 3.* The Executive Committee of the Association shall consist of the President, the President of the next preceding year, the Secretary, the Treasurer, four additional members to be elected annually by the Association, and the chairman of each of the standing committees or commissions provided for in section 2. It shall receive and approve applications for membership in the Association and shall report the list of members. It shall receive the lists prepared by the Commissions on Institutions of Higher Education and Secondary Schools, and shall pass on these lists; shall cause them to be published, and shall hear and determine appeals, if any, against the findings of the Commissions. It shall nominate members of the various commissions as hereinafter provided, subject to election by the Association; it shall fix the time of meetings not otherwise provided for; shall prepare programs; shall fix vacancies in the list of officers, and shall transact any necessary business when the Association is not in session. All the acts of the Executive Committee shall be subject to revision by the Association.

*Section 4.* The Commission on Institutions of Higher Education shall consist of forty-eight persons, representing the members of the Association, thirty from the higher institutions and eighteen from the secondary schools. These shall be elected by the Association on the nomination of the Executive Committee for a period of three years, ten members of the first group and six of the second to be elected annually.

This Commission shall prepare, subject to the approval of the Association, a statement of the standards to be met by the institutions of higher education within the territory of the Association; shall receive and consider statements made by institutions within this territory seeking to be approved by the Association; shall make such inspections as it deems necessary; shall prepare lists of institutions which conform to the standards prescribed, and shall submit such lists to the Executive Committee for approval and publication.

*Section 5.* The Commission on Secondary Schools shall consist of (a) the high school examiner or corresponding officer for the state university in each state within the territory of the Association; or in case there is no such officer, some member of the faculty designated by the state university for the purpose, (b) the Inspector of High Schools, if any, of the

State Department of Public Instruction in each state within the territory of the Association; (c) a principal of a secondary school accredited by the Association, to be elected by the Association on the nomination of the Executive Committee for a period of three years, one third of the number to be elected each year; and (d) eighteen other persons to be elected by the Association on the nomination of the Executive Committee for a period of three years, one third of the number to be elected each year.

This Commission shall prepare, subject to the approval of the Association, a statement of the standards to be met by secondary schools accredited by the Association; shall make such inspection of schools as it deems necessary, and shall prepare for the Executive Committee lists of the secondary schools within the territory of the Association which conform to the standards prescribed.

*Section 6.* The Commission on Unit Courses and Curricula shall consist of twenty-four persons, twelve representing the Institutions of Higher Education and twelve the secondary school members of the Association, four of each group to be elected annually for a period of three years on the nomination of the Executive Committee.

This Commission shall define unit courses of study in various subjects and shall consider the curriculum and organization of all classes of institutions included with the Association.

*Section 7.* The Commissions herein provided for shall elect their own officers, one of whom shall be designated the chairman.

*Section 8.* No person shall be elected a member of any commission for more than two consecutive periods.

*Section 9.* At each annual meeting of the Association the President shall appoint a committee of seven, whose duty it shall be to nominate suitable persons for election to each office not otherwise provided for by the Association. The nominations by this committee shall be sent out with the annual program. Independent nominations may be made by any member or upon petition by any ten members. Nominations made by formal petition shall be included in the report of the nominating committee.

#### ARTICLE VI. MEETINGS

There shall be an annual meeting of the Association at such time and place as may be determined by the Association and such special meetings as the Association or the Executive Committee may appoint.



## ARTICLE VII. FEES

To meet the expenses of the Association, an annual fee shall be paid by each member, the amount to be determined by the Association on the recommendation of the Executive Committee.

## ARTICLE VIII. QUORUM

Fifty members of the Association shall constitute a quorum.

## ARTICLE IX. AMENDMENTS

This constitution may be amended by a three-fourths vote at any regular meeting, provided that a printed notice of the proposed amendment be sent to each member two weeks before said meeting.

## ARTICLE X. ENACTING PARAGRAPH, TO DISAPPEAR AFTER 1916

This constitution shall go into effect immediately on its adoption. For the year 1916, the Executive Committee for 1915-16 together with the Chairman of the Commission on Accredited Schools and the Chairman of the Board of Inspectors for that year, shall make nominations for the Commission and other officers provided herein.

Comparison of this Constitution with the original as slightly amended from time to time reveals several important and several minor changes or additions. The name (Article I) was unchanged. To Article II (Object) was added "and such other territory as the Association may recognize." States that obviously were not within the north central area were already in the Association and, at the very time the new constitution was being passed paragraph by paragraph, the Association was preparing to admit Arizona and New Mexico. The added clause was therefore amply justified.

Article III (Membership) was a complete revision, simplifying the statement of classes of members and explaining representation and voting rights. Article IV (Powers) remained the same; the powers were still advisory. Yet a significant change had taken place in actual practice. Everyone knew that the Association was not the purely deliberative

and advisory body of its opening half decade. It had become in fact a strong regulating and, in a sense, governing body, though its powers were still nominally advisory and rested upon a basis of voluntary agreement.

The next article (Officers and Committees) was the one to which the revising committee had given chief attention. It was completely changed. In addition to authorizing the commissions, (which, of course, was the first object of the revision) the new article changed the terms of office of the Secretary and the Treasurer to three years and made them eligible for reelection for only one like term. In addition it enlarged the Executive Committee from seven to eleven members and defined its functions. Comparison of the powers of the Executive Committee under the revised constitution with the powers as defined in 1895, indicate something of the change that had come over the Association in the intervening years. In 1895 it had been the sole administering and directing agency of the Association; in 1916 it shared important powers and duties with the three commissions while still retaining the right to pass on the lists of accredited institutions prepared by them.

The work assigned to two of the Commissions (the Commission on Institutions of Higher Education and the Commission on Secondary Schools) had been done for several years previously by the single Commission on Accredited Schools and Colleges with two groups of inspectors. The creation of two separate commissions, with carefully outlined duties, was designed to increase the efficiency of the work and to divide the responsibility. The third standing committee, the Commission on Unit Courses and Curricula, was to assume the curriculum work which the Commission on Accredited Schools and Colleges had

previously delegated to a number of special committees. It will be noted also that the Commission on Unit Courses and Curricula was to consider matters of institutional organization as well as units. Most of such activities had formerly been directed by the Association proper or through special committees.

After reviewing the duties of the Executive Committee and the several commissions, as thus outlined in the Constitution, one is forced to the conviction that the days of the General Association organized as a working body seemed to be near an end. One might also suppose that several years would elapse before the Commissions could reach high functional efficiency and that when that time arrived the annual meeting would be little more than an educational convention at which the various working committees would report the actions of the previous year. The real centers of activity, the moulders of educational thought and policy, so it might appear, would be the Commissions.

This result was, however, never completely produced. The Commissions are, it is true, very strong, but the central body has likewise added to its powers and its dignity.

Article VI (Meetings) was little changed, and Article VII (Fees) no longer fixed definite dues but left the authority to do so with the Executive Committee. Under Article VIII fifty members instead of one-fourth of the members, as ruled in the earlier constitution, made a quorum. Provision for Amendments (Article IX) was not changed. The last Article, the enabling paragraph, made it necessary for the Association to go to work at once to effect the new organization.

The commissions were all appointed, the officers were elected and the work was well under way when the United States entered the World War. In the

months that followed a number of the officers and members of the commissions had joined the regiments and the Executive Committee was faced with an emergency. To keep the wheels turning it had to assume the unconstitutional duty of appointing new officers of the Commissions. Accordingly, it did so and then asked the Association to approve its action at the 1918 meeting and to give it the right permanently. But the following year the question bobbed up again. The amended Constitution had located this function with the Executive Committee and the Committee had discharged it. Nothing, however, had been said about nominations. Now, upon motion, it was decreed that the chairman of each commission should be instructed to suggest to the Executive Committee the names of persons whom he desired to nominate to fill the various vacancies on the commissions. This decision further tended to locate power in a relatively small group of officers. The chairmen of the Commissions were now not only the chief executive officers of those commissions but were made largely responsible for the selection of many of the members of the commissions.

What might have had a profound influence on the future of the Association, had it been approved, was the suggestion to incorporate. Armstrong had urged incorporation along with the revision of the Constitution, and a committee had investigated the matter. When the three who were on the Committee reported in 1916, Armstrong and Clark favored incorporation but Judd opposed the idea because, he held, it would lay the Association open to suits by disappointed schools. The assembly was so evenly divided that the Chair had to resort to a count before it was determined that the report had lost.<sup>1</sup> The Association made no other effort to change its form or nature.

<sup>1</sup> *Proceedings*, 1916, pp. 57-58.

# THE COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

One of the first matters given the new Commission on Institutions of Higher Education was a communication addressed to the members of the Association from the Board of Inspectors' subcommittee asking "clearly defined and faithfully applied standards for judging the institutions of higher education." The Board of Inspectors felt that something less than complete justice had been done the work of college standardizing and accrediting. They asked for specific college standards for inspection of all types of higher institutions, for a clear classification of the several types of institutions, and for the rigid enforcement of standards.<sup>2</sup>

The matter, before it was referred to the new Commission, was discussed on the floor. Dean Holgate declared that the Commission provided for in the new Constitution would operate more effectively than the old one had but that it needed the encouragement afforded by the communication. The pressure for classifying colleges, said he, was particularly great, the issue having been before the original Commission on Accredited Schools for several years and had recurred in 1916; but after a long discussion it had been laid on the table, awaiting the action of the new Commission.

In 1916, however, before the new commissions could be organized, the original Commission made several innovations in college accrediting work. The first was that thereafter blanks were to be sent out only once in three years, although it was provided that weaker institutions might be canvassed in full each year. A third very important ruling authorized the committee preparing the list to call

for a full report from any institution in the list or any institution applying for approval, and to inspect any such institutions at its discretion.<sup>3</sup> This ruling made it possible for the Association to act with some dispatch in cases of irregularity occurring at any time.

In 1917 the Commission on Institutions of Higher Education made its first report. It had made good strides in its first year. The list of higher institutions was classified. In addition to the regular college and university list, there now appeared two others: (1) institutions primarily for the training of teachers, and (2) junior colleges. The Commission was, however, not satisfied with the last category for up to that time no separate junior college standards had been specifically prepared.

Besides classifying the types of institutions, the Commission had completely revised the blanks used for gathering data, the new blanks calling for more information of a specific nature. Still the Commission was not satisfied with them. Consequently they were again changed in 1918, this time to include more detailed information on the training of the faculty and upon the nature and amount of endowment.

At first the machinery governing the work of the Higher Commission and provided for by the new Constitution was not clearly understood by the Association. The result was something of a tangle on the floor of the Association in 1917 after the report of the Commission, explained that under the new Constitution the report did not require Association action but needed to be approved only by the Executive Committee; it was presented to the Association merely as an item of information. A protest from one of the members against dropping a certain college from the lists brought the issue to a head. Twice this

<sup>2</sup> *Proceedings*, 1916, pp. 123-25.

<sup>3</sup> *Ibid.*, p. 72.



member was cut short in his remarks on a parliamentary point. After more discussion, an attempt was made to refer the dropping of the college back to the Commission. At this, Dean Holgate sought to give his explanation of the procedures which should be followed under the new constitution. Said he: the classification of institutions had come before the Commission and the Commission had made its report. Any institution that believed that it had not been properly treated by the Commission had the right to appeal, and that appeal was to go to the Executive Committee. He maintained that the adoption of the Constitution the year before was intended primarily to avoid such discussions on the floor of the house. The offended institution was expected to take its appeal directly to the Executive Committee. If, however, the institution objected to the action of the Executive Committee, he held that the way was still open to appeal to the whole Association.<sup>4</sup>

Apparently there had been other expressions of rebellion at the actions of the Commission, for when the procedure for making appeals had been straightened out, Professor Judd, who was chairman of the Commission, took the floor and denied that the action of the Commission was a star chamber affair. He contended that the meetings were open to anybody in the Association and that every institution had had the opportunity of a hearing. In closing his remarks, Judd said that he refused to be the recipient of comments about star-chamber proceedings.<sup>5</sup>

The work of the Commission in standardizing colleges was always difficult, and as it progressed it assumed more complexity. In 1918 Dean Babcock

sought, for the enlightenment of the Association, to give a complete exposition of the methods used.<sup>6</sup> Said he, the first feature of its work was the gathering of information through blanks. In this two difficulties had beset the Commission: many institutions had found it possible to misanswer, particularly as to total attendance and faculty-attendance comparisons, and colleges had also been slow at filling the blanks.

The second feature, said he, was to correlate the reports and to enter into correspondence regarding discrepancies, omissions, or errors. In this much labor was involved, and it was often necessary to check answers with catalogs.

Continuing, Mr. Babcock pointed out that a system of college inspection had been inaugurated during 1917-18 and a two hundred dollar appropriation by the Executive Committee had made possible a considerable number of these visits.

To facilitate the work, a Board of Inspectors within the Commission had been created, made up of the chairman, vice-chairman and secretary of the Executive Committee and two other persons.

Mr. Babcock further declared that inspections made by other institutions were also used by the Commission and that the list of the University of Illinois, a list which had been elaborately prepared and included about one hundred institutions was especially useful. Furthermore, he said, the list compiled by the Commission was in turn used by the American Medical Association in preparing its list of approved institutions from which the medical colleges of the country might receive students.

Matters which continued to engage the close attention of the Commission were the training of the college faculty, salary difficulties, and standards for junior colleges and teacher-training institu-

<sup>4</sup> *Proceedings*, 1917, pp. 30.

<sup>5</sup> *Ibid.*, p. 31. In the light of this discussion it is interesting to note Babcock's later reference to "the consulship of Babcock and Judd." (See Footnote 17 in Part VI of this study.)

<sup>6</sup> *Proceedings*, 1918, p. 82-92.

tions. The first two questions remained troublesome for some time, but the junior college standards were worked out in 1917 and the normal schools, under the direction of the Commission, completed a set of standards for themselves in 1918.

During 1918-19 the system of personal inspection developed rapidly and, according to Babcock, the colleges accepted the accrediting work of the Commission cordially. In this year 1918, the first complete reports were received from junior colleges and institutions primarily for the training of teachers, which two classes of institutions were made the special order for study for the 1919 meeting.

During the following year the Commission endeavored to round out its three classifications of institutions by making the necessary inspections and investigations of junior colleges and teacher training institutions. By 1920, therefore, both of these classes of institutions were definitely established as higher institutions, and the Commission had made all necessary provisions for continuing and expanding the three lists.

As stated previously, junior college standards had been prepared and adopted by the Association in 1917, representing one of the first tasks of the new Commission. These standards were as follows:

#### STANDARDS FOR ACCREDITING JUNIOR COLLEGES

A standard Junior College is an institution with a curriculum covering two years of collegiate work (at least sixty semester hours), which is based upon and continues or supplements the work of secondary instruction as given in an accredited four-year high school. A semester hour is defined as one period of class-room work in lecture or recitation extending through not less than fifty minutes net or the equivalent per week for a period of eighteen weeks, two of lab work being counted as the equivalent of one hour of lecture or recitation.

1. The minimum scholastic requirements of

all teachers of classes in the junior college shall be graduation from a college belonging to this association or an equivalent, and in addition, graduate work in a university of recognized standing amounting to one year.

2. The junior college shall require for registration as a junior college student the completion of the student of at least fourteen units of high school work as defined by this association.

3. The work of the junior college must be organized on a collegiate as distinguished from a high school basis.

4. The teaching schedule of instructors teaching junior college classes shall be limited to twenty-two hours per week; for instructors devoting their whole time to junior college classes eighteen hours shall be a maximum: fifteen hours is recommended as a maximum.

5. The limit of the number of students in a recitation or lab class in a junior college shall be 30.

6. Students registered in a junior college who are permitted to enroll in regular high school classes shall not be given full junior college credit for such work, and in no case shall the credit thus given exceed two-thirds of the usual high school credit. No junior college will be accredited unless it has a registration of twenty-five students if it offers but a single year, and fifty students if it offers more than a single year.

7. The junior college shall have library and laboratory facilities sufficient to carry on its work the same as it would be carried on in the first two years of an accredited standard college.

8. No junior college shall be accredited by this Association when maintained in connection with a high school or secondary school unless such school is also accredited by this Association.<sup>7</sup>

These standards were not greatly different from those for the college and university. Teacher requirements were not so high as for the regular college, and larger teacher loads were permitted, but no mention was made of financial support nor of organization. The standards which closely resembled or were identical with those of the college related to entrance requirements, class size, and library and laboratory facilities. Those peculiar to the junior college

<sup>7</sup> *Proceedings*, 1917, pp. 26-27.



lists are number three, six, and eight. Though the Commission had expressed itself as not satisfied with the standards, no changes of moment were made until after 1920.

Although the junior college as an institution did not attain to very rapid growth until after 1920, it was being closely observed by educators and was the subject of a great deal of speculation during the years from 1916 to 1920. Papers and remarks were heard on the Association floor in opposition to the junior college or in support of it. As yet, most senior college leaders were loath to concede that it had a chance to succeed in the American educational system, except as a part of a six year high school. Others, however, such as Principal J. Stanley Brown of Joliet, Illinois who was associated with the first public junior college, believed that the junior college would have a rapid development.

As has been seen, two year colleges and two year normal schools had been recognized in the Constitution as junior colleges. However, not all normal schools were two-year schools. Indeed some of them offered four years of college work, and some offered less than two. The Association was, therefore, not satisfied to classify them as junior colleges, and few of them could be approved under the regular college standards. After several years of discussion, standards were finally prepared and adopted for "Institutions Primarily for the Training of Teachers." They follow:<sup>8</sup>

The Standard American Institution Primarily for the Training of Teachers is a school with two-year, three-year, and four-year curricula designed to afford such general and professional education as will best fit students for specific teaching in American public schools, such curricula to be based upon a general education equivalent to at least that represented by graduation from a standard four-year high school. The work of the curriculum for such

professional training of teachers, whether general or specific, shall comprise courses of collegiate grade only, provided that in sections of the country where conditions require, courses of second grade may be given for the purpose of preparing teachers for work in rural schools.

The following constitute the minimum standard for accrediting institutions primarily for the training of teachers:

(1) The minimum scholastic requirement of all teachers in such schools (except the teachers of the so-called special subjects in elementary schools, including music, drawing and manual training and assistants in the training school) shall be equivalent to graduation from a college belonging to the Association, supplemented by special training or experience, or both for at least three years. Graduate study and training in research equivalent to that required for the master's degree are urgently recommended, but the teacher's success is to be determined by the efficiency of his teaching as well as by his research work.

(2) Such school shall require for admission not less than 15 secondary units as defined by this Association. Students admitted with less than fifteen units shall be designated as special or unclassified students.

(3) Such schools shall require not less than 60 semester hours for graduation, and not less than 120 semester hours or equivalent for any degree.

(4) Such schools shall be provided with library and laboratory equipment sufficient to develop adequately and to illustrate each course announced.

(5) Such schools shall provide adequate facilities for practice teaching and observation.

(6) Such schools shall receive an annual income for maintenance and operation of not less than \$50,000, or if less, at least \$150 per year per student in average attendance.

(7) The location and construction of the buildings, and lighting, heating and ventilation of the rooms, the nature of the laboratories, corridors, closets, water supply, school furniture, apparatus and methods of cleaning shall be such as to insure hygienic conditions for students and teachers.

(8) The average teaching program of teachers in such schools shall not exceed 15 clock hours per week in actual teaching or the equivalent in class-room, laboratory, shop, or supervision of instruction. The class unit for instruction shall not exceed 30 students.

(9) The character of the curriculum, the efficiency of instruction, the professional spirit,

<sup>8</sup> *Proceedings*, 1918, pp. 92-93.



and the tone of the institution shall also be factors in determining eligibility.

(10) No institution shall be admitted to the approved list unless it has a total registration of at least 100 students from September to June whose preliminary preparation is the equivalent of at least graduation from a four-year high school.

It will be noted that some of the standards were similar to those of colleges and universities and others to those of the junior colleges. The dual capacity, that of both the junior college and the four year college, was indicated by the requirement, in standard three, of sixty hours for graduation and 124 hours for a degree. The special type of training offered by such institutions was recognized only in standard number five and in the parenthesis to number one.

The standards were not changed throughout the remainder of the period under discussion in this section of this study, but in 1919 they were carefully studied in connection with the first detailed report of the normal schools. Recommendations were made at that time looking toward the improvement of practice teaching. Special courses were suggested and it was recommended that training schools should make use of the public schools for practice purposes.

The standards for colleges and universities during the same years underwent few changes. However, the Commission continued the study of the problems of these institutions and did make some new requirements. For example, slightly before the establishment of the separate Commission a significant step toward forcing higher standards in departments other than liberal arts was taken. It was decreed that when an institution had professional or technical departments in addition to that of the Liberal Arts, the liberal arts department or college would not be approved unless the professional or technical departments were of an acceptable grade.<sup>9</sup>

To exclude automatically institutions which the Commission felt were too small to do college work of sufficient range and quality, a standard adopted in 1915 was revised in 1917. It required a total registration of at least fifty students for an institution reporting itself as a junior college and at least 100 students for an institution carrying courses beyond college levels.<sup>10</sup>

A move to tighten college entrance requirements came in 1919 with the raising of the number of hours required for admission from fourteen to fifteen. But by 1920 the standards were so well developed that changes were not frequent nor great for a number of years thereafter.<sup>11</sup>

#### THE COMMISSION ON SECONDARY SCHOOLS

By 1916 secondary school accrediting had reached such a stage of development that the appointment of a separate Commission to deal with its problems was somewhat less necessary than it was for college accrediting. Still the work was presenting problems and these had never seemed more numerous than they were in 1915. One of these related to the professional education of teachers. The matter had been debated from the beginning of high school standardizing. Indeed the first standards had recommended professional training of some sort but the recommendation was subsequently dropped. It was not in fact until 1914 that anything specific was done. Then a requirement of eleven hours of Education was included, although the inadequacy of the requirement was freely attested.

<sup>9</sup> *Proceedings*, 1916, p. 70.

<sup>10</sup> *Proceedings*, 1917, p. 11-13.

<sup>11</sup> In fact there were no very great changes until the year of writing, 1934, when an entirely new and different type of standard based upon general principles and comparative excellence was adopted.—NORTH CENTRAL ASSOCIATION QUARTERLY, VIII (April, 1934), 419-24.

With a view to improving the situation, Principal J. Stanley Brown, Joliet, Illinois, submitted a resolution in 1917 asking that in the selection of new teachers in all institutions of the Association a preference be given thereafter to those who had had some systematic training in the principles of education.<sup>12</sup> Not satisfied with that action, Miss Ellen Sabin, Milwaukee-Downer, offered another resolution to get some uniformity in the requirements. A part of her motion involved the appointment of a committee of three to take up the matter with the State Boards of Education and other authorities in each state. To this committee were appointed George Buck, Indianapolis, Ellen Sabin, Milwaukee-Downer; and President, E. L. Rummelkamp, Illinois College.

The next year Dean Holgate in his Presidential Address called the eleven hours required "a fragment of professional study," and proposed that each state designate certain high schools as teacher-training schools to which cadets might go for a year's training while at the same time continuing to pursue professional study.<sup>13</sup>

The general report of 1917 indicated that 26.74 per cent of the secondary school teachers were without any training in education whatever and that an additional 11.24 per cent had less than eleven hours.<sup>14</sup> Although the chief step, the requirement of a set number of hours in education, had been made, progress in bringing the schools up to the requirement and in getting a desirable uniformity in interpreting the requirement was slow. The liberal arts people especially were loath to concede any virtue to courses in pedagogy.<sup>15</sup>

An important move was made in 1917 when it was ruled that proposed new standards of any radical sort should first be submitted by referendum to the principals of the accredited schools for their advice and should then be reported back to the Association for final action. However the next year several of the standards were slightly changed or strengthened. In particular the statement on class size was made a little less arbitrary. As now stated it read:

"The Association believes that effective class work can rarely be done in classes of more than thirty pupils." A second new standard declared that the Association would decline to consider any school not in the highest class of schools on the official state lists. At the same time the Commission sought to assure itself that school boards as well as the school officers of a community wished accrediting. To that end a third new standard was adopted. This required that school boards or trustees should submit evidence (resolution) that they approved the standards and the application for membership.<sup>16</sup>

Immediately following the war a number of investigations were made and much discussion was had regarding the salaries of teachers. At that period (1919) the cost of living was raised rapidly, salaries were low, and teachers, especially men teachers, were scarce. Because of these facts the Association

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Davis, Secretary of the Commission on Secondary Schools, had occasion to write a letter to members of the Secondary Commission. In this he said that certain members had succeeded in getting interpretations accepted by the Association and that those interpretations have the full effect of law. Among these interpretations was one that compelled the Commission to recognize in the 15 hours any course that the colleges themselves regard as professional whether such course is listed in the department of education or not. C. O. Davis to H. Hollister, July 2, 1923. Letter in files of Secretary of the Association, Urbana, Illinois.

<sup>16</sup> *Proceedings*, 1918, Appendix, unpagcd.

<sup>12</sup> *Proceedings*, 1917, p. 143.

<sup>13</sup> *Proceedings*, 1918, p. 113.

<sup>14</sup> Summaries of General Report, *Proceedings*, 1919, Appendix unpagcd, Division E, Table III.

<sup>15</sup> After the requirement had been raised to fifteen hours, to go into effect in 1925, C. O.

threw its influence in favor of more adequate salaries by inserting a standard which read :

No school shall hereafter be accredited whose salary schedule is manifestly inadequate. The interpretation of this requirement shall be a matter of special responsibility for the state committees.<sup>17</sup>

This was followed the next year by a resolution passed unanimously by the Commission setting forth its opposition to the lowering of standards for teachers in North Central high schools and insisting that the only way the standards could be maintained was through an adequate increase of salaries, such an increase to be at least 100 per cent over the high school salary base of 1914-15. This increase the Commission held to be imperative and urgent.<sup>18</sup>

Throughout the entire period the Commission (and the Association) was also interested in trying to get a satisfactory adjustment of the teaching load in both college and secondary school, but particularly in the secondary school. In 1915 some difficulty had arisen when inspectors criticized schools for not giving enough attention to laboratory work. The schools felt that in response to the criticism they must step up the laboratory hours. The result was that the teaching load for science teachers was in many instances increased to seven hours per day or thirty-five hours a week including both laboratory work and recitations. This was a violation of the standard so that it read that no teacher could conduct more than 30 class-room exercises per week (twenty-five was advised) but that a double period in laboratory science, in vocational subjects, and in study room supervision would count as one classroom exercise only. However, another sentence carried the provision that no combination of work

should amount to more than thirty-five periods a week for any teacher.

Again in 1917 and in 1918 changes were made. In 1917 the Commission set 30 as the maximum number of pupils for each recitation class.<sup>19</sup> However the next year a committee was set to work to study the actual effect of class size on the quality of work. The same year also a regulation was made for teachers using some form of supervised study. The requirement was that not more than five classes per day should be assigned to such teachers, with the advise that the maximum be four. In 1920 the requirement relating to class size was phrased in terms of student hours; that is it dealt with the total number of pupils in all classes per day. The ruling read:

In general no teacher of academic subjects should be assigned more than 150 student hours of class-room instruction per day, organized in not to exceed six classes per day.

Until 1916 no mention had been made in the standards respecting the length of each school year; then the term was set at 36 weeks. The thirty-six week conception had, of course, been part of the definition of the unit, and had been held to with little change since the earliest days of the Association. The new standard did not therefore have much immediate effect, but it did put another selective instrument in the hands of the Board of Inspectors.

The standard relating to buildings had remained unchanged since its adoption in 1907. Under the new Commission a very definite need for strengthening this regulation was seen, since during the War, the Association had been somewhat lenient in demanding the correction of evils traced to inadequate school buildings. Accordingly in 1919 the sentence was framed to supplement the original standard. The new statement read:

<sup>19</sup> *Proceedings*, 1917, p. 136.

<sup>17</sup> *Proceedings*, 1919, Appendix.

<sup>18</sup> *Proceedings*, 1920, Appendix, p. 44



Beginning in 1921, all schools whose buildings are inexcusably inadequate and lacking in modern equipment may expect to have North Central Association accrediting privileges withheld from them.<sup>20</sup>

The whole period under discussion here had been a period of rounding out the standards for secondary schools and of improving those which changed social and educational conditions had made inadequate or which had been unsatisfactory in phrasing. The period also marked distinct progress in the accumulation of factual information regarding the schools. With the establishment of the new Commission on Secondary Schools (with the one function of accrediting secondary schools its sole responsibility) it was possible to gather and assimilate more detailed information. In 1918 a Committee on Blanks recommended the employment of three separate forms; one containing items essential for the proper accrediting of the schools of *regular standing*, one to contain items used to accredit new schools and schools that had been warned the previous year, and one to gather material bearing on any special investigation or study that might be authorized. The recommendation was adopted and the blanks prepared.

By 1918 the work of the Commission on Secondary Schools was well organized.<sup>21</sup> There were 72 members on it representing eighteen states. Each state had three specified members (a university inspector or professor giving instruction in secondary education, a representative of the state department, and a high

school principal), while eighteen members were elected at large. Blanks were distributed and information was gathered through the official representatives of the several states. Through them also pressure was brought to bear to get the returns to the Commission in time to make up the analytical studies and the lists, and to make a follow-up of all doubtful schools.

Acting on the reports the various state inspectors made up the preliminary analyses which were sent to the secretary early enough to permit him to compile needed information. Then four different sub-committees were appointed with six to ten persons on each: one on schools to be unqualifiedly recommended, one on schools to be dropped, one on schools to be warned, and one on new schools. These sub-committees worked with care and diligence on the final list.<sup>22</sup>

By the close of the period under consideration, i.e. up to 1920, there were, in addition to the four sub-committees engaged in compiling the accredited list, five special committees of the Commission. These included one on the blanks, one on special study, one on standardization of schools departing from the common 8-4 arrangements of grades, one on military training, and one on school buildings. Moreover, the Commission took steps in 1920 toward the creation of a committee on fraternal relations with other regional accrediting agencies,

<sup>20</sup> *Proceedings*, 1919, Appendix. This warning was retained until 1923.

<sup>21</sup> A. A. Reed, University of Nebraska was its chairman, and C. O. Davis, University of Michigan, was secretary. J. D. Eliff had been chairman of the organization to 1918 and Dr. Davis had been its secretary not only since the adoption of the new constitution in 1916 but he had served in a like capacity for the old Board of Inspectors from 1914 to 1916.

<sup>22</sup> *Proceedings*, 1917, p. 117. The secretary's report contains these statements: "We have been spending our time from Tuesday morning until Thursday night over the lists that were reported to the Commission as a whole, and opportunities were given for raising objection on the part of the individual state inspectors. So the problems have been threshed over with a good deal of care, more care than we have ever given them before. I feel that I am voicing the thought of the Association when I say there never was such a report on the part of the high schools, never such a spirit as we have had this year, and we feel greatly indebted to all the high school people who have assisted in this work."

the committee to have one representative from each Commission of the North Central Association. Still another committee, known as the Revising Committee, was created by the Commission in 1920. It was to have six members appointed by the chairman of the Commission and its duties were to examine and review the work of the state committees, prepare lists of schools for the Commission, and submit to the Commission all special cases concerning which there were serious doubts or marked difference of opinion.<sup>23</sup>

During this period of perfecting the machinery and improving standards, the list of accredited secondary schools had been expanding briskly. During the five years a total of slightly more than three hundred were added to the list. In 1915 there had been 1,047; in 1920 there were 1,349. An examination of the figures for 1920 reveals the fact that a few of the states continued to show substantial gains. Illinois, Indiana, Iowa, Michigan, Montana, Nebraska, North Dakota, and Wyoming increased their totals at rates approximating that of the general list. Oklahoma, Arizona and New Mexico had more than doubled their numbers by 1920. Somewhat less than the average expansion occurred in Ohio where the list mounted from 161 to 184; in Missouri, where the gain was from 59 to 68; in South Dakota which in 1920 had little more than half as many schools on the list as North Dakota, and in Wisconsin. Very slight gains were recorded in Kansas and Minnesota, while Colorado had added but eight schools in ten years and none in the last five. No consistent sectional tendencies may be noted except perhaps the highly receptive attitude in the newer states of the Southwest.

#### COMMISSION ON UNIT COURSES AND CURRICULA

At no phase of the Association's activity was direction and impetus more clearly given by the reorganization of 1916 than to that of subject matter. Professor C. H. Johnston, University of Illinois, was the first chairman of the newly constituted Commission on Unit Courses and Curricula. He had already established himself as something of an authority in the field of high school curriculum and administration and was the author of successful textbooks.

No sooner was the Commission organized than it was called upon to consider two reports referred to it by Committees which had been appointed under the original Commission. The more important of the reports, the one on Reorganization of the High School and the Definition of the Unit, concerned matters which had been before the Association for several years. Professor Johnston had been responsible for the first part of this report; the latter part was the work of Professor Judd, assisted by L. V. Koos. The report proper was in two parts: (I) Reorganization of the Secondary School, and (II) The Definition of Units.

The study of reorganized schools was based upon the returns of a comprehensive questionnaire. After some discussion the findings were submitted to the new Commission for further study and such disposition as seemed fit. The same action was taken relative to the other part of the report. It may well be noted, though, that in the definitions of units a marked disposition was evident to attach less value than formerly to syllabi. The committee reminded the Association that a standard school and a standard curriculum for a student cannot be defined merely by piling together in irregular fashion a number of units. State-

<sup>23</sup> *Proceedings*, 1920, Appendix, p. 9a.

ments had been prepared regarding each high school unit. These were offered as working definitions of units, and a number of general principles were laid down.<sup>24</sup>

The other matter given to the Commission on Unit Courses and Curricula immediately after its organization in 1916 was a report of the Committee to Investigate Work of the National Committee on Reorganization of Instruction in Secondary English. The committee had studied the results of the labor of the national committee and recommended strongly, with three reasons for their recommendation, that the North Central Association adopt those results.<sup>25</sup>

The Commission did not, however, content itself with the matters referred to it at its inception, but planned also an ambitious program of its own. Important investigations were undertaken and reported in 1917. Professor Johnston introduced the work of the Commission by tracing the history of the curriculum work of the Association up to that time. He classified the work of standardization into three fairly distinct phases. The first one, as has been pointed out in this history, culminated in 1910 when the subject matter of secondary school subjects was definitely described. These units constituted administrable and inspectable units of achievement. The second stage was characterized, he believed, by the efforts to avoid formalism or false equalization in the definition and application of units. Quality had been stressed as well as quantity. The third stage, he felt, was to be characterized by the standardization of administrative practices and procedures.

The point of Johnston's rather long

<sup>24</sup> *Proceedings*, 1916, pp. 168ff.

<sup>25</sup> *Proceedings*, 1916, pp. 161-62. The National Committee had worked for five years on the report, in schools throughout the nation. The Committee called the report the best thing to appear in the field of English.

introduction to the report was that the Association must, at the very beginning of its new cycle, enter the work of standardizing administration in the high school. Student activities, guidance, records, library were among the phases which he felt the standardizing activities of the future must include, and they were the studies to which the Commission should devote its attention more than to such matters as subject content.

The substance of the reports that followed further bore out the policy of the Commission as expressed by Johnston. The first by P. W. L. Cox of Harris Teacher's College, St. Louis, was a complete exposition of the junior high school. In it he considered aims, curricular problems, departmentalism, physical training, educational guidance, supervised study, laboratories, library, teachers, and buildings. The second report, *Qualitative Definition of Unit in Different High School Subjects*, was a continuation of the work referred to the Commission by the Committee on Reorganization and Definition of the Unit the previous year. This second report was prepared and presented by J. E. Stout, Cornell College. It embodied among other recommendations pleas for longer periods for supervised study, individual work, provision for students of varying ability, and articulation with work pursued in earlier years. J. H. Newlon presented a paper on high school administration in which he pressed the need of considering administration along with the three things already considered in standardizing; length of school year, qualifications of teachers, and equipment. He outlined the administrative procedures which he held should be approximated.

C. C. Curtain, Cass Technical High School, Detroit, presented a carefully outlined set of recommendations and expositions as practical working stand-



ards for the libraries of four types of high schools, large high schools (500-3000), medium sized high schools (200-500), small high schools (less than 100) and junior high schools. Each of the four classes was considered under (1) housing and equipment, (2) the librarian, (3) educational work, (4) scientific selection and care of books, (5) library instruction, (6) annual appropriation, and (7) state supervision of school libraries.

The fifth and final report of 1917 was by I. M. Allen, principal, Springfield, Illinois on Supervised Study. The report resulted in an amendment to rule 3 of the standards for secondary schools. The following paragraph was added to the rule by way of interpretation:

Additional time added to the recitation period as defined under present North Central Association standards for the purpose of supervised study shall not be interpreted to mean a double period, but a single recitation study period. Of such periods the Association holds that not more than 25 per week shall be required of any teacher with the advice that the maximum should be twenty per week.

The work of this Commission was no sooner launched than Johnston died. He had given it excellent impetus, but the sudden change in chairman, and in resultant points of view, was recognized as a handicap at a critical time. Jesse P. Newlon was named chairman. The problems of 1917 were presented again in 1918 with the hope that the Association would do something about them.

The Mental testing movement also reached the Association in 1918 when the Commission on Unit Courses and Curricula received a letter from J. B. Johnston of the University of Minnesota in which more careful selection of students through psychological testing was urged as a matter for study by the Commission. The Commission referred the matter to the Association for consideration by the general assembly in 1919

but no special attention was given the matter in that year.

The program of the Commission in 1919 consisted of three papers: "Influence of War on Vocational Guidance in High School by Jesse B. Davis, Socialized Instruction in the High School by Frank G. Pickell, and Report of Junior College Sub-Committee by President James B. Wood, Stephens Junior College, Columbia, Missouri. The reports appeared to be purely informative and neither required nor received any action. The addresses were given before the Association, as were the reports and papers of earlier years. The Commission on Unit Courses and Curricula never was conceived to be a distinctly legislative or executive body. Instead it chose to bring to the Association the results of its investigations, leaving the Association to take any action which it might think to be desirable. The heads of this Commission had changed so often that a concerted plan was not possible even if it had been deemed fitting. Johnston had been succeeded by J. H. Newlon in 1918 and Newlon by W. W. Charters, who left the Association territory and was replaced by Frank G. Pickell. He presided in the 1920 meeting but soon thereafter he too removed from the North Central territory.

Thus the Commission on Unit Courses and Curricula had, at the end of this period in 1920, scarcely gotten started on its intended program. Still it had displayed an active interest in matters relating to secondary school administration, the matters which Charles H. Johnston in the beginning had contended were the proper ones for consideration during the next phase of the Association's development. However there had been little official translation of the Commission's policies into real practice in the Association's schools.

From 1920 on the Commission settled

down to some very significant and effective work, but the story of those activities lies outside the range of this history.

#### THE ASSOCIATION PROPER

With the institution of the three standing committees and the delegation to them of most of the recognized functions of the Association, the general assembly assumed correspondingly less importance. To facilitate an understanding of the Association as a whole, however, it is necessary to look rather closely at the deliberations and actions which engaged the general group. With curriculum considerations assumed by a special commission and the work of accrediting well under way in the other commissions, little remained for the annual program but general issues and matters referred from the commissions. Some of these issues will be mentioned in passing and some few of more importance to the Association will be examined briefly.

The participation of the United States in the World War had the effect of separating the activities of the Association during the half decade (1915-20) into what amounted to three periods. The first, before the War, partook of the nature of the preceding period; the second, the War years, was devoted largely to War conditions and emergencies; and the third, after the war, was dominated by financial and teacher shortage difficulties.

In the first period, character and social education were discussed and recommendations made, and attention was given to curriculum issues such as those relating to secondary school science. The problems incident to the reorganization of the Association, however, and the clarification of the duties and functions of the Commissions and of the Executive Committee absorbed the major part of the time in 1916 and left little room for a general program even in 1917.

In 1918 and 1919 the War's influence on the Association appears to have been great. In late March, 1917, the following resolution had been passed and dispatched to President Wilson. The message read:

We the members of the North Central Association in eighteen states assembled in our annual meeting in St. Louis, pledge to the President of the United States our unflinching support and active cooperation in meeting the crisis which one of the belligerents in the present European has forced upon our country,

We urge that prompt action be taken to safeguard the vital interests of the United States.<sup>26</sup>

In 1918 institutions on the lists were not required to make the regular reports, rules were relaxed, successors to men who had gone to war were appointed somewhat irregularly on the Commissions, and the papers read before the Association were colored by war considerations. David R. Fargan of the National City Bank, Chicago, was brought in to talk on the *Relation of Finance to War*, perhaps the only speech up to that time having no direct bearing on education. President W. A. Jessup spoke on *The War and Its Relations to Schools*. He predicted a big break with tradition as a result of the war. *The Influence of the War on Public Schools*, was the subject of a talk by Dean L. D. Coffman, University of Minnesota, the following year. He stressed particularly that the War had revealed a great need for physical training and improved teaching staffs. The need of definite compulsory physical education programs was also in the Presidential Address of Georg Buck. Especially did the chief worry which was to concern the Association for several years come on the heels of the War: the teaching situation was acute; salaries were low when measured against post war prices; and the teaching profession was feeling the effects. In 1919 the sub-

<sup>26</sup> *Proceedings*, 1918, p. 180.



ject was broached in a talk by A. A. Reed, University of Nebraska, on *Federal Cooperation in Teacher Placement*, but the full realization and attack did not come until 1920. In that year almost the entire battery of addresses was pointed more or less directly at the need for increased financial support for the schools, and the resultant benefits to teaching. The first of these pertained to the recruiting of teachers for Higher Institutions. President J. L. McConaughy, Knox College, called the situation a serious one and suggested ways of alleviating the difficulties involved in recruiting college faculties. He was followed by Dean George Kay, University of Iowa, by President R. W. Hughes, Miami University, by President Melvin Brannon, Beloit College and others. In the evening Professor Henry Morrison spoke rather pessimistically on Public School Finances. Under the existing financial system he held out little hope for adding materially to teachers' salary accounts. The difficulty, he said, lay in the antiquated machinery for raising public money. So with a vigorous attack on this fundamental problem, quite unlike those which had marked its sessions a decade or even a half decade earlier, the Association passed out of its first quarter century of activity.

A marked characteristic of the Association during its fifth half decade was its increased interest in the maintenance of friendly and cooperative relations with other accrediting Associations, particularly the Southern, and its decreased interest in delegate relations with some of the other groups with which it had had formal contacts over a period of years. With the Southern Association, its relations were especially fortunate. During the preceding half decade a joint-committee had made a start toward bringing as much uniformity as possible to the two associations, and the Southern Association had granted full recognition

to the North Central Association accredited lists and had asked reciprocity of the North Central Association. After further conferences in 1916 the suggestions were adopted by both organizations. At the same time it was recommended that at least one member of the Board of Inspectors of each Association should attend the meetings of the other Associations. This practice has prevailed ever since that time.

On more than one occasion during this period were the good effects of the relationship pointed out in reports before the Association; especially was the influence of the North Central Association upon the work of the Southern Association attested to by the delegate from the South.

In 1918 the newly organized Northwest Association of Accrediting High Schools and Higher Institutions, asked the North Central Association for reciprocity and in 1920 an affiliation such as existed with the Southern Association was effected.

No other extra-territorial relationship appears to have been of demonstrable importance to the Association during this period. However in 1916 as many as six delegates were appointed on such commissions, including delegates to the second Pan-American Scientific Progress, the Association of Urban Universities, the Modern Language Association, the Conference of Delegates of Associations of Colleges and Secondary Schools, the National Conference on Uniform Requirements in English, and the National Committee on the Reorganization of Instruction in Secondary School English. Besides these, delegate relations were maintained irregularly with the College Entrance Examination Board. By 1918 the Executive Committee had decided that some of the relationships which had long existed had ceased to be valuable, and accordingly it asked and obtained the approval of the Association to pay back dues and cancel out those organi-



zations. The National Conference Committee on Standards of Colleges and Secondary Schools, the College Entrance Examination Board, and the Committee on Uniform Entrance Requirements in English were the three groups. No serious objection to these suggestions was raised in any case. Indeed in a large measure these actions were but a declaration of independence from organizations, the ideals of which were somewhat at variance with those of the North Central Association.

#### ATTENDANCE AND MEMBERSHIP

The first decisive gain in Association membership had been felt in 1915 when membership was first opened to all accredited schools. But it was the next year, the opening year of the fifth half decade, that the movement to make the accredited lists and the membership lists coincident, bore most sensational results. Secondary school membership in the one year increased from 184 to 447 and the number of higher institutions grew from 81—to 117. The acceleration gained that year carried the lists with fair gains for two more years, when under a concerted drive by the Treasurer, Milo H. Stuart, and the lowering of the secondary school fee from \$3 to \$2, the secondary school representation shot upward from 599 to 1231. State inspectors cooperated with the Treasurer in a drive to make the lists even more nearly co-extensive. As a result more than 600 schools became members for the first time, and the accredited and the membership lists began to draw close together. When the Association celebrated its twentieth anniversary in 1915 it had a total institutional membership of 265; on its twenty-fifth anniversary in 1920 it counted 1414 institutions among its members. Moreover the Association had expanded in area to include Arizona and New Mexico,<sup>27</sup> and extended from Canada and the Appala-

chians on the North and East to California and Mexico on the west and south.

The bogey of individual membership that had been raised by Dean Thurber in the first half decade was made an active issue twenty years later in 1919 and 1920, and was, in the words of the President of the Association, "discussed with considerable fervor." Individual memberships had been declining in number since 1915. In 1920 the Association adopted a policy of not electing to individual membership anyone who was entitled to Association privileges by virtue of his institutional connections.<sup>28</sup>

The great increase in membership during the decade from 1910 to 1920 had brought with it a corresponding increase in income which enabled the Association to extend its service, especially in the field of investigation and publication. In 1911 the receipts and disbursements were each about \$800;<sup>29</sup> in 1916 the Association collected \$1869 and spent \$1259;<sup>30</sup> in 1920 the income was \$4002 and the expenditures, less investments, were \$2872.<sup>31</sup> The expenses of all committees in 1911 amounted to \$73.74; in 1920 the item for the Executive Committee alone was \$443.51. There were six items on the disbursements account of 1911 and nineteen in 1920.<sup>32</sup>

In 1918, for the first time, it was suggested that a part of the funds be used for the purpose of publishing a periodical. It was J. E. Armstrong again who

<sup>27</sup> Only one state, Arkansas, was added after 1920. Utah asked admission in 1918 but did not join. *Proceedings*, 1919, p. 8.

<sup>28</sup> Finally in 1925 individual members were made honorary members and were entitled to share all privileges of the Association, and be exempt from payment of dues of any sort.

<sup>29</sup> *Proceedings*, 1911, p. 28.

<sup>30</sup> *Proceedings*, 1916, pp. 29-30.

<sup>31</sup> *Proceedings*, 1920, pp. 14-15.

<sup>32</sup> In the years that followed the income increased more rapidly than the membership, largely because the dues for both classes of institutions were raised, finally reaching fifty dollars for colleges and universities and five dollars for second-

had visions of wider service to the hundreds of schools not on the Association lists. He proposed to do this by publishing quarterly a journal which would give the questions discussed and the discussions themselves, the work of the executive committee, and announcements respecting future meetings. Nothing was done about these recommendations at the time, but in 1920 the first budget was planned and provision was made for a special printing fund of \$300. In introducing the budget the Treasurer said, in part:

At the December meeting a request was made that we so adjust our accounts as to make it possible to have a special printing fund. It seems that an educational association of this importance should from time to time issue professional literature, and this budget was made with that in mind.

Some judgment of the extent and nature of the work of the Association at the close of the first quarter century of its existence may be gained by noting the estimated disbursements as set down in that budget:

For Association printing, including <i>Proceedings</i> .....	\$1200
For Commissions (no commission to receive more than \$400) .....	1000
For the Executive Committee and for sending fraternal delegates .....	500
For clerical help for officers .....	300
For reporting proceedings, including copying mss. ....	250
For mailing, telegraph, express and parcel post .....	100
For special printing fund .....	300
<b>Total .....</b>	<b>\$3650</b>

It is important finally to point to some of the facts relating to leadership during the fifth half decade. Few of the men who had directed the Association for most of the first score of years were among the officers. Of the five Presidents

during the period Dean Thomas Holgate had alone taken a prominent part before the beginning of accrediting activities. The Secretary, H. E. Brown (1915-19) and the Treasurer, M. H. Stuart (1914-22) had both come into official importance after 1910.<sup>33</sup>

C. H. Judd and K. C. Babcock, both of whom had become prominent in the Association with the beginnings of the college accrediting period, were Chairman and Secretary respectively of the Commission on Institutions of Higher Education for a decade after the organization of the Commission. In their hands lay much of the responsibility for the development of college accreditation. The Commission on Secondary Schools was headed until 1918 by J. D. Eliff, who was a veteran of the early work in high school inspection; thereafter, until 1922, A. A. Reed, a leader of later days, was chairman. C. O. Davis was secretary throughout the period, after having come into official importance in the previous half decade. Not any of the official leaders of the new Commission on Unit Courses and Curricula played prominent parts in the Association a decade before.

Several of the earliest leaders such as Carman, Armstrong, Seerley and Holgate were active and interested, but for the most part a new generation had taken over the reins of a changed Association, an Association that was no longer a "small working body" but an annual convention at which standing committees, the real working bodies, made more or less formal reports.

<sup>33</sup> Under M. H. Stuart the Association had its greatest growth in membership. It was largely through his drive that the list was expanded so rapidly. Before he withdrew in 1922 he had made the membership list and the accredited list very nearly co-extensive. Much of the success of the Association during the years of expansion and reorganization with justice has been attributed to him.—"An Appreciation," NORTH CENTRAL ASSOCIATION QUARTERLY, VIII (April, 1934), 414-15.

ary schools. In 1920 it had been \$10 and two dollars respectively, with three dollars for individual members.

## RECENT BOOKS RECEIVED

ALLEN, RICHARD D. *Case-Conference Problems in Group Guidance*. New York: Inor Publishing Company, 1934. Pp. x + 151.

Outlines fifty-two realistic cases for the guidance of group discussions relating to character training.

BRAINARD, D. S., and ZELENY, L. D. *Problems of Our Times*. 3 vols. New York: McGraw-Hill Book Company, 1935.

A brief analysis of the current economic, social, and governmental problems together with their educational implications.

BOSSING, NELSON L., *Progressive Methods of Teaching in Secondary Schools*. Boston: Houghton Mifflin Company, 1935. Pp. xv + 704.

In twenty chapters discusses almost all phases of teaching in secondary schools.

CASWELL, H. L., and CAMPBELL, D. S. *Curriculum Development*. New York: American Book Company, 1935. Pp. xvii + 600.

Concerns itself with all phases of curriculum questions.

DRAPER, EDGAR M. *Principles and Techniques of Curriculum Making*. New York: D. Appleton-Century Company, Pp. xv + 875.

An exhaustive treatment of current problems in curriculum construction and ways and means of dealing with them.

DUGGAN, STEPHEN. *A Student's Textbook of the History of Education*. New York: D. Appleton-Century Company, 1936. Pp. xxi + 486.

A brief discussion of education from ancient times to the present.

EVERETT, SAMUEL, and others. *A Challenge to Secondary Education*. New York: D. Appleton-Century Company, 1935. Pp. vii + 353.

A series of chapters written by a dozen different individuals and dealing with the various phases of secondary school administration and organization.

FRENCH, WILL. *Education and Social Dividends*. New York: The Macmillan Company, 1935. Pp. xvi + 119.

One of the \$500.00 prize books prepared under the stimulus of Kappa Delta Pi Research Committee.

*The Social Studies Curriculum*. Fourteenth Yearbook Department of Superintendence. Washington: National Education Association, 1936. Pp. 478.

Deals with factors conditioning the social studies; the social studies curriculum, teaching, evaluating and revising social studies.

HALTER, HELEN. *Society in Action*. New York: Inor Publishing Company, 1936. Pp. x + 336.

Outlines fifty curriculum units designed to aid pupils in adjusting themselves to their social surroundings.



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# THE NORTH CENTRAL ASSOCIATION QUARTERLY

*The Official Organ of the North Central Association of  
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